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ABSTRACT

An instructional project designed a module on job interview skills for the Introduction to Occupations course, recommended for high school students by the New York State Board of Regents. The target population consisted of 16 students in grades 9-12, in the Carle Place Junior/Senior High School on Long Island. The majority of the subjects were labeled educationally handicapped or lower achieving. The Interservice Model of Instructional Systems Design (analysis, design, development, implementation, and evaluation) was used for design of the learning materials. During the analysis phase, the designer conducted needs, job, and task analyses. The need for the instruction was based on the demand for high school graduates with career-related skills. The designer created a Job Kit for preparing for the job interview. The instructional goal was divided into seven main tasks, which were subdivided into steps. During the design phase, the designer identified seven instructional objectives to correspond with the seven main tasks. Entry behaviors were defined, and a pretest and posttest were developed. The Job Kit provided student and teacher interaction throughout. At the end of the development phase, formative evaluation occurred; materials were revised to correct errors. During the implementation phase, data were collected for the summative evaluation. Evaluation results indicated that, after completing the Job Kit, most students were enthusiastic about going on a job interview. Although only 2 students passed the pretest, all 16 students passed the posttest. (Appendixes include the job tasks analysis, experimental and final job kits, the questionnaire, and a 12-item bibliograpny.) (YLB)

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The Faculty of the
School of Media and Arts
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accepts the
Thesis/Project

JOB INTERVIEW SKILLS MODULE FOR GRADE 9 - 12 INTRODUCTION TO OCCUPATIONS COURSE

This project was conducted using the principles and techniques of instructional system design (ISD). The document is a report of the designer's plans and experiences in carrying out the design, development, implementation, and evaluation of the project. A plan, budget, analysis of findings, and recommendations are included.

written by

Maria Caputo

in partial satisfaction
of the requirements for the degree of

Master of Science

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JOB INTERVIEW SKILLS MODULE FOR GRADE 9 - 12 INTRODUCTION TO OCCUPATIONS COURSE

by

Maria Caputo

B.S., 1988, New York Institute of Technology

A Thesis/Project

submitted to The Faculty of the

School of Media and Arts

of The New York Institute of Technology in partial satisfaction of the requirements for the degree of

Master of Science

August, 1991

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CHAPTER 1

INTRODUCTION

Overview

If the world never changed, we could decide early in life what our "thing" was and do it. For everyone, there would be few surprises and probably fewer failures. But also, the world would undoubtedly be a dull place. Fortunately our world, including the world of work, is much more exciting. It is dynamic--always changing. The better prepared we are to adjust to change, the happier and more successful we will be.

It's rough out there in today's business world. The economy is currently in terrible condition, and job's are scarce. The competition in most areas has become stiff. New advances in technology in business and industry are occurring all the time. Therefore, we need to be prepared to meet these changing times and possess the proper job seeking skills. What better way to obtain these skills than in our high school classrooms?

In 1984, the New York State Board of Regents created the Regents Action Plan to Improve Elementary and Secondary Education Results in New York. One of the recommendations in this plan was in response to the needs of society in this rapidly changing age of technology: Every high school student should receive instruction in basic employment seeking and maintaining skills.

Background

The course developed to fulfill this recommendation is Introduction to Occupations. This course is offered to students in grades nine through twelve enrolled at Carle Place Junior/Senior High School, which is part of the Carle Place School District in Carle Place, Long Island. It is a full year course with four modules. Two are required modules: The Working Citizen and Personal Resource Management. The other two can be chosen from a list of twenty elective modules to be decided on by the individual districts. Upon completion of this course, the student will have the knowledge required to enter the world of work.

The focus of this project is The Job Interview, which is a skill used in most occupational areas. Throughout this unit, the importance of possessing the proper job seeking skills is continually stressed to the students. This topic supports the Regents Action plan's recommendation to make sure the students receive basic employment seeking and maintaining skills.

Statement of the Problem

Going on a job interview is a requirement for almost all occupational areas. Based on informal questions asked to students before instruction in this topic, it is clear that many of them do not know the proper way to handle a job interview. In the past, lower-achieving students and

students with educational handicaps are usually placed in occupational education classes based on the fact that upon completion of a occupational sequence and graduation, these students will go directly into the work force, not on to college.

The problem was basically to get these students with educational handicaps motivated to understand the need to have the proper job interview skills. Additionally, to motivate all students to master these skills as accurately as they can. Motivating lower-achieving students has proven to be quite a challenge. The lower-achievers and students with educational handicaps seem to be only extrinsically motivated. If some type of material reward is not present, most of these type of students will not be interested in successfully completing a task. By presenting them with The Job Kit, it was hoped that the students might become intrinsically motivated: simply receive gratification because they completed the Job Kit on their own.

Purpose of the Project

The purpose of the project was to enable students, including the educationally handicapped, to successfully complete a job interview. This includes: how to enter the interview, how to dress for the interview, and how to respond to certain questions.

Definition of Terms

The following terms are provided for the reader in order to clarify any misunderstood meanings:

1. **The Job Kit** - a printed unit of instruction that introduces the student to all skills to be learned for a job interview.

2. **Modules** - units of instruction

3. **Students** - students in grades nine through twelve enrolled in Carle Place High School, Carle Place, New York. These students are also known as the target population.

4. **Materials** - items utilized by the students such as handouts, the Job Kit, pens, pencils, paper.

5. **Students with Educational Handicaps** - students enrolled in Introduction to Occupations with handicaps such as dyslexia and emotional problems.

6. **Lower-Achieving Students** - students who have an overall average of 75 and are enrolled in only the required academic courses.

7. **Resources** - items used by the teacher as sources of information for the lesson topic such as textbooks and New York State Education curriculums.

Assumptions

1. That knowing job interview skills is transferable to future work situations.

2. The students using the Job Kit on job interview skills are in the Introduction to Occupations course.

3. That the students have not previously learned how to go on a job interview.

4. That the students will finish the lesson with a thorough understanding of how to handle a job interview.

Limitations

1. That the Job Kit described in this project was designed for lower-achieving and educationally handicapped students in Carle Place High School. These materials may not be suitable for use in other school districts without some modification.

Methods and Procedures

The format used for the design of the learning materials is based on the Joint Services Model of instructional systems design (ISD) (Center for Educational Technology. (1976). Interservice procedures for instructional systems development (Contract No.: N61339-73-C-0150). Tallahasee. FL: Florida State Univerity). This model is the most widely used and accepted ISD model in the field of Instructional Technology. This model guides the user through a systems approach model. based on ISD. The five phases of ISD are: analysis. design. development. implementation. and evaluation.

Analysis

The designer saw the need for instructional materials that met the specific needs of the students enrolled in this course. The designer would gather already existing materials to see if these needs could be met. with possibly some slight modifications. The next step was to identify the

instructional goal and perform a task analysis since a definite need was established.

The target population would consist of sixteen students, grades 9 - 12. Six of these students would be labeled educationally handicapped: either emotionally disturbed (ED) or learning disabled (LD), seven of the students would be lower-achievers, and three would be average students.

Design

Several steps were involved in the design phase. Performance objectives would be written for each task, based on the outcome of the task analysis. The performance objectives would then be put in an order to be the most appropriate for learning. Entry-level knowledge would then be established by having the students take a pretest and complete a questionnaire. The materials, embedded tests, and post tests would be written next, and then the training plan would be developed.

Development

The media used for this design was primarily printed material. The method of instruction was individualized learning with teacher guidance. The designer would take notice of any problems with the Job Kit as it was developed and modify it accordingly. Therefore, establishing the accuracy of this kit would be an on-going process.

Implementation

The designer had one-on-one trials and small group evaluations in order to find any errors or discrepancies in

the materials and then revised the Job Kit accordingly. The lesson was then presented to the target population.

Evaluation

The evaluation phase is essential to any training program. It ensures that the instructional goals and objectives have been met. Evaluation also ensures that the teacher has the ability to meet these goals and objectives. If these goals have not been met, then obviously, the program needs improvement or should be eliminated. The formative evaluation might consist of a one-on-one trial, small-group trial, and field trials. The information obtained from this evaluation would be used to revise the instructional materials. The summative evaluation given to the target population after instruction would help determine whether the instruction resulted in student learning.

Summary

The business world is rapidly changing. The business world leaves it up to the educators to ensure that future workers are prepared for these changing times. Job interview skills are essential for career-oriented students. A problem consistent with occupational education students is that they are usually lower achieving students or educationally handicapped. The Job Kit was designed with hopes of addressing this problem and meeting these students' needs. During the analysis phase, it was concluded that there was a need to be met. The objectives of the lesson were

established during the design phase. During the development phase, a great deal of printed material was utilized, and any errors or questions were noted. The Job Kit was then implemented with the target population. This process followed the five steps of Instructional Systems Design.

CHAPTER 2

ANALYSIS

Introduction

The first phase of Instructional Systems Design is analysis. Three steps comprise this phase. The first step is to conduct a needs analysis and answer the questions: Is there an instructional need for this instruction and can this need be met by using appropriate learning materials? The second step is to conduct a job analysis. This is done by using existing learning materials and getting feedback from the learners. The instructional need can then be broken down into a list of tasks. The third step is to conduct a task analysis. The designer chooses the tasks that are needed for instruction, breaks down each task into steps necessary to complete the task, and identifies prerequisite skills and knowledge. For this project, the designer defined specific tasks. One of these tasks is to dress neatly for the interview. This task is then broken down into the following steps: do not wear jeans, comb your hair, have shirt tucked in, make sure nails are clean, and have your shoes shined.

Needs Analysis

Business and industry request that schools teach career-oriented skills. Therefore, determining the need for knowing job interview skills was in direct response to this request. The State Education Department requires job interview skills in the course Introduction to Occupations. The factors that influenced the need were that students have a lack of

understanding of the need for these skills and there were existing learning materials that were inappropriate.

Job Task Analysis

Seven main tasks were identified which required instruction. These tasks were targeted on the main aspects of the job interview. The tasks were also arranged in order of occurrence during the actual interview. Following the arrangement of these tasks, the steps required for completion of each task were identified. A list of all tasks and steps is located in Appendix 1.

Target Population Analysis

The target population consisted of sixteen students in grades 9 to 12 in Carle Place High School. The average age of the students was 15 and one-half years old. The group consisted of seven girls and eight boys, all of whom were Caucasian. The majority of these students come from a lower middle-class neighborhood. A large number of the students who attend this school have parents who are Italian and speak very little English. This group contained six students labeled "emotionally handicapped," seven students with a "C" or below average (the lower-achievers), and three students maintained a "B" or above average. All of the students intended on obtaining an occupational education sequence. The students' choice of occupations varied from teachers to policemen to truck drivers. A summary of the target population is shown in Table 1.

Table 1

Target Population Summary

n = 16	Number of Students	Percentage of total
Target Population	16	100%
Educationally Handicapped	6	37.5%
Lower Achievers (C or below average)	7	43.8%
B or above average	3	18.8%
Choosing Occupation Ed. sequence	16	100%

Organizational Constraints

The most appropriate media for this instruction was printed material. and the printed material chosen was the Job Kit. Each student would be given their own copy of the job kit. Carle Place High School has an extremely fast and efficient copy machine. There is a person who fills all requests for copies. There is also a much slower and older model copier in the main office for teacher use for small amounts of copies. and in this case. this machine would not meet the need for duplication of the Job Kits. The only projected restraints would be the break-down of the copy machine and absence of the person who runs the machine. Neither of these projected restraints occurred.

Instructional Goal

Given a Job Kit. the students will perform a job interview. The student must demonstrate correct responses to questions. ask proper questions. enter and exit the interview

in the proper manner, and present their qualifications to the job interviewer in a positive way.

It was determined that printed materials were the best media to use in this instruction. The Job Kit is self-paced. The lower-achieving students need frequent reinforcement and structure. The Job Kit was designed so that there could be student and teacher interaction at various points.

The Job Kit is a self-contained set of teaching-learning materials. It was designed to teach the concept of the Job Interview and to be used primarily on an individual basis. The Job Kit includes a cover page naming the topic, a pretest, learning activities, checkpoints, review materials, and a post test. This kit is a method for meeting a wide range of students abilities, learning styles, and individual learning rates.

Literature, Existing Course, and Material Review

Related Theory

Possessing job interview skills is classified as an intellectual skill by Dick and Carey (1985) and Gagne (1987). The four types of intellectual skills are: discriminations, concepts, rules, and problem solving. While preparing for the job interview, students had to discriminate between the appropriate and inappropriate ways to ask and answer questions, apply rules and concepts for proper dress and behavior, and problem solve when given a case study of a sample job interview.

Literature Review

Literature in this project was defined as publications providing information on the topic of the job interview. The materials were defined as publications actually usable in the classroom.

The instructional materials needed in this unit of instruction needed to be appropriate for classroom use in a high school setting. Sources used for a search of existing literature materials were the New York State Department of Education. the Bayville Free Library. and ERIC database (Educational Research Information Center).

The designer identified six publications. which are defined as literature. to be appropriate to this topic. The ERIC database listed three hundred sixty-seven sources when the designer chose the subject "Job Interviews." A large number of these references were related job interviews tips for people with handicaps. such as deafness and retardation. Of this list of references. the designer chose five that were specific to the topic of the project. One of the referenced materials was suitable for the target audience. New York State Education Department provided a publication which included information on all aspects of the working citizen and specific information on the job interview. This publication was appropriate for the target population. The Bayville Free Library contained twenty-one books on job seeking skills. Three were appropriate for the target population.

1. Dilbaitis, G. (1986) Find It: Get It: Keep It: A Preemployment Skills Curriculum for the Special Needs Individual. Illinois: Curriculum Publications Clearinghouse.

This curriculum contains twelve different instructional units that include tests and answers, vocabulary, objectives, instructional text, and performance checks. The units include job sources, resumes, applications, interviews, job survival skills, and job advancement. The section on job interviews contains examples of job interviews including what to do and what not do on an interview.

2. Lee, R. P. (1989) Core Employment Skills, Supplementary Units and Instructor Information. Virginia: Betterway Publications, Inc.

This color-coded guide provides core employment skills and attitudes guide for special needs students that is appropriate for use in all occupational areas. The units facilitate the mainstreaming of students with a wide variety of handicapping and disadvantaged conditions. The units are self-paced and contain hands-on materical, objective evaluation checklists, and vocabulary development. The "instructor's information" section located in front of the book contains notes to the instructor, helpful resources, and answer keys. The 10 units in the guide cover areas such as decision making and problem solving, relations with other, self-evaluation, and of course, the job interview.

3. Hollandsworth, J. and Sandifer, B. (1989) Behavioral Training for Increasing Effective Job-Interview Skills. Journal of Counseling Psychology.

This publication presents data concerning social validation of a experiential training model for increasing job-interview skills. This model was easily employed as an effective training procedure. Student participants reported high levels of consumer satisfaction and identified several components of the model as being most beneficial, such as the videotaped practice of an employment interview.

4. Morgan, C. (1977) Use of Behavioral Versus Traditional Procedures for Increasing Job Interview Skills. Journal of Counseling Psychology.

This book states the results of a job interview skills workshop model compared with the traditional lecture-discussion group approach. Results indicated the behavioral group made significant gains in percentage of eye contact. The discussion group was superior in ratings of ability and expression of feelings and personal opinions relevant to the interview.

5. Conover, H., Berlye, M., & Gordon, S. (1989) Business Dynamics. California: Glencoe Publishing.

This book contains five units: Decision Making/Problem Solving: Obligations and Responsibilities of the Working Citizen: The Economics of Work: Human Relations: and Computer Literacy. The Job Interview skills are contained in the "Getting a Job" portion of the Obligations and Responsi-

bilities of the Working Citizen unit. There is information on preparation for the interview, handling the interview, and ending the interview. Case studies are also utilized in this section.

Survey of Existing Courses and Materials

Introduction to Occupations is the only existing course at Carle Place High School that offers job interview skills. This project was developed for implementation in this course.

Two publications, defined as materials, were identified as appropriate to the topic by the designer. All three were found in Carle Place High Schools Business Classrooms as well as the book room.

1. New York City Board of Education. (1982) Getting Your Foot in the Door--SKills for Job-Getting.

This book contains materials and information on all aspects of job seeking. It includes, the job search, job application, forms, certificates, and a sample job interview. The book includes speech exercises which greatly benefit students when going on an interview.

2. Caputo, M. (1990) Carle Place High School Introduction to Occupations Curriculum

This project was a direct result of a request by the Assistant Superintendant of Curriculum. It was requested that all major subjects have their own curriculum in the case of the absence or leave of the present teacher. The career section focuses on all parts of the job selection process. It also focuses on the students' abilities and interests.

classifications of occupations, requirements for certain occupations, and human relations.

Plan for Design and Development Effort

The designer developed a major events list and time line at the beginning of the project. Needs assessment, the first step, began in September, 1990. Summative evaluation, the last step, ended in March, 1991. The design phase ended in November, 1990, and continuing the project began again in February, 1991, when the designer began collecting resource materials to begin the development phase.

Estimated Student Effort

It was estimated by the instructor that it would take a single learner five class periods for forty-five minutes each to finish this instructional module. Some of the more advanced students may complete their Job Kit in three or four class periods. The fifth class period will be used to demonstrate a mock job interview. The costs incurred will be the cost of duplicating the Job Kits and the instructors salary.

Project Plan

A PERT (Program Evaluation and Review Technique) chart was used to locate any conflicts of time and unnecessary interruptions. A record of the actual time versus the projected time was kept. Appendix 2 shows a major events list and PERT chart.

Budget

The budget for the instructional program was based on

the salary of the instructor and the learning materials. The cost of the classroom use is based on an estimate provided by the Business Department Chairman of Carle Place High School. The salary was based on instructional time at $16.50 per hour for a 45 minute class period. Grading and evaluation of the students' work took eight days. The Job Kits were reproduced on the school's copier at a cost of $0.10 per page. Each package consisted of twenty-four pages. The results are summarized in Table 2.

Table 2

Budget for Instructional Program

Expense	Designer Hours	Other Hours	Cost	Sub-total	Total
LABOR					
Analysis	15	0	$ 247.50		
Design	30	0	495.00		
Development	35	0	577.50		
Instructional time	5	0	82.50		
Evaluation					
Formative	10	0	165.00		
Summative	10	0	165.00		
TOTAL LABOR				$ 1732.50	
MATERIAL					
Instructional Media			38.40		
TOTAL MATERIAL				38.40	
TOTAL COST					$ 1770.90

Summary

Job interview skills met a direct need of the people in business and industry. The designer identified job interview skills as the instructional goal as a direct result of the target population analysis. Seven main tasks that supported this instructional goal were identified. It was concluded that the domain for this instruction was intellectual. The media selected was printed materials. The printed materials presented realistic examples and ideas to the students. Existing literature and materials were reasearched to see if any should be included in the instruction. A major events list and Pert diagram were developed in order to meet the projected date of completion. A budget for the instructional program was assessed.

CHAPTER 3

DESIGN

Introduction

The skills, knowledge and attitudes that the learner was to develop at the end of the instructional process were pointed out in the design phase of Instructional Systems Design. The setting for the learning, entry-level behavior, learning objectives, tests and related materials were also determined during this phase. The designer decided that the setting would be a classroom in Carle Place High School. The learners would be students in grades 9 to 12. Handouts related to dress code and proper behavior would be administered. The test to see if the students have learned would be a simulated job interview with a fellow student. The learning objectives were organized in a rational manner and were stated in terms of performance, conditions, and criteria. This phase concluded with an organized plan for instruction.

Instructional Task Analysis

The instructional goal was defined in the analysis phase as an intellectual skill. A job task analysis was also completed during this phase. As a result of this task analysis, the designer compiled a list of tasks that the learner must complete in order to perform the instructional goal. The learner must complete all tasks in order to master the goal.

In order to master the goal of successfully completing a mock job interview, the designer identified seven main tasks to be performed by the learner. For each of these tasks, the designer had to ask what the student needed to do in order to accomplish the tasks. The answer was to list subordinate steps for each task. The result was the outline for the instructional design. The task analysis is presented in Appendix 1.

Instructional Objectives

An objective is a description of a performance the designer wants learners to be able to exhibit before considering them competent. An objective describes an intended result of instruction, rather than the process of instruction itself (Mager, 1984). Instructional objectives come from the task analysis. For each task identified, there should be at least one objective.

An objective has three main parts: performance, conditions, and criteria. Learner behavior that can be observed or measured in the performance. The conditions are the things that are given such as tools, materials, or equipment. The criteria is the degree of mastery desired from the learner which may be expressed as degree of excellence or a percent to be achieved. The designer identified seven objectives to coincide with the seven main tasks.

Instructional Objectives

1.0 Given a classroom, desk, and two chairs, the students

will state when and where the interview takes place. The students must speak loudly, clearly, and be very specific as to the name and location of the interview.

2.0 Given information about the company and the interview, the students will pose questions to the interviewer about the job. The students must speak loudly and clearly, and use proper English. The students must ask what are the duties of the job, when the job will start, if there is a dress code, who is the supervisor, if the job requires working with others, and what are the pay and benefits.

3.0 Given an interview set-up and an interviewer, the students will be prepared to answer possible questions. They must explain why the job is desired, what kind of job is desired, what education they have, and what their hobbies are. The students must elaborate on all answers (no "yes" or "no" answers) if possible.

4.0 Given notes and handouts regarding proper dress codes for an interview, the students will dress neatly for the interview. The student must not wear jeans, have hair combed, have shirt tucked in, have nails clean, and have shoes shined.

5.0 Given a door, an interviewer, and a chair, the students will greet the interviewer. The students must enter only when asked, look the interviewer in the eyes, give a firm handshake, and maintain a courteous and enthusiastic attitude.

6.0 Given an interviewer and an interview set-up, the students will conduct their role in the interview in a professional manner. The students must take a pen and pencil to the interview, avoid chewing gum, avoid smoking, act naturally and relaxed, avoid tapping feet, avoid playing with objects or pencils, pronounce words carefully and speak clearly.

7.0 Given a door and interviewer, the student will exit the interview. The students must leave only when the interviewer states that the interview is over, thank the interviewer, and ask when would be a good time to follow-up on the interview.

Entry Behaviors Defined

An instructor plans to teach the students certain skills which require certain behaviors. These behaviors are known as entry behaviors. The designer identified six entry behaviors necessary for the job interview below:

1. define a job interview
2. understand when a job interview is necessary
3. be creative
4. be able to elaborate on answers (not just yes or no)
5. have a mature outlook/attitude
6. be serious

Group and Sequence Objectives

The instructional objectives identified by the designer correspond with the seven main tasks. These tasks were put in logical sequence when they were written in the design

phase. This logical sequence follows the format that would be used in an actual job interview. The interviewer would know where the interview takes place, enter the interview, make sure clothes were neat, ask questions, answer questions, conduct the interview, and leave the interview. The sequence may vary slightly depending on the interview, however, this is the sequence most often followed. The instructional objectives were also arranged in a logical sequence so as to coincide with the tasks.

Learning Activities Specification

The designer concluded that preparing for a job interview will take five forty-five minute class periods. This includes completing all activities in the Job Kit as well as mock interviews. Gagne (1985) identified nine internal processes that occur during learning. He describes things that the designer should do so that in a working environment, the employee will return to work after training and apply what they have learned. In the public school setting, this does not apply. The students were to complete various activities using various methods and media. Table 3 represents this analysis.

Assessment System Specification

The instructor utilized three assessment methods: the pretest, periodic learning checks, and a post test.

Pretest

The instructor furnished a pretest to determine if a need for the instruction exists. This pretest measures if

the students already have the knowledge or skills that are going to be taught. The pretest apprises the instructor if the students have any prior knowledge on the particular subject to be taught. The designer included the pretest in the Job Kit in Appendix 4.

Table 3

Learning Activity Instructional Strategy Matrix

Learning Activity	Content	Instructional Method	Media
1	Entry	Discussion/Practice	Handout
2	Questions	Discussion/Practice	Handout
3	Dress	Discussion	Handout
4	Interview	Discussion/Practice	Handout
5	Exit	Discussion/Practice	Handout

Periodic Learning Checks

The designer checks on the students learning at different intervals during the students' completion of the Job Kit. After the information is read and specific activities are completed for each specific task, the instructor asks the students questions to see if what is required of them is understood.

Post Test

The post test is presented to the student at the end of instruction. The instructor can now determine if the knowledge or skills established in the objectives were learned by the student. The post test is part of the Job Kit in Appendix 4.

Evaluation System Specification

This project required the use of two types of evaluation: formative and summative.

Formative Evaluation

Formative evaluation takes place during the actual instruction as well as at the end of the instruction. Dick and Carey (1990) defined three phases of formative evaluation: one-on-one, small group, and field trial.

During the data collection stage, the designer gathered all data that was useful for making the instruction better. Data collected from one-on-one, small group, and field trial evaluation are as follows:

1. Time required to complete the Job Kit.
2. Data required for testing.
3. Comments given by students about the content of the Job Kit.
4. Comments from Neil Vincellette, Department Chairperson of Business Education, Carle Place High School.

The Job Kit used during the formative evaluation phase of the instruction is in Appendix 3.

Summative Evaluation

Summative evaluation summarizes the results of the instruction. It usually takes place after the instruction is concluded. The Kirkpatrick approach seems to be widely used for classifying areas of evaluation. Kirkpatrick's (1987) steps break down evaluation into clear and achievable goals.

The four summative evaluation steps are reaction, learning, behavior, and results. The Job Kit used during summative evaluation is in Appendix 4.

Review and Selection of Existing Materials

During the analysis phase, the designer selected seven publications that contained information about the job interview. Two were included in the instruction design.

1. Getting Your Foot in the Door--This book contained various activities that the instructor could integrate into the Job Kit.

2. Business Dynamics--This is the textbook the student use in class. The brief section on job interviews is used when introducing the topic.

Summary

The task analysis began the design phase of Instructional Systems Design which resulted in a list of seven tasks with subordinate steps required to complete a job interview. Objectives were written for each job interview task and were listed in order: from the beginning of the interview to the end. The media and methods for each learning activity were identified and shown in table form. The designer used a pretest, periodic learning checks, and a post test for assessment. The two forms of evaluation were formative and summative. The design phase ended with the reasons for use of two existing publications in the Job Kit.

CHAPTER 4

DEVELOPMENT

Introduction

This chapter will describe how the instructor designed learning activities and training materials and what they are. These activities and materials were reviewed and evaluated by the instructor. The result of this phase of design was The Job Kit, which is an information and activity packet to aid the students in learning the skills for a job interview.

Learning Activity Development Scheme

The designer used various books and "dittos" for developing the instructional media. During the development of this media, the designer used the following checklist for individualized instruction:

The instructional material:

1. Contained clearly stated objectives.
2. Related learning activities to objectives.
3. Allowed for student and teacher interaction.
4. Presented only one topic.
5. Allowed students to interact with each other.

Before presenting the Job Kit to the students, the designer presented this idea to another business teacher with 26 years of experience, as well as the department chairperson who also teaches this subject. The designer received positive feedback about using this method with the lower-achieving students. The teachers also stated that the

students would not have any problems with the reading level nor with the instructions. The next step was to develop the entire five period lesson.

Develop Learning Materials/Activities

The Job Kit includes an abundance of materials and activities for the students to use in learning about the job interview. After each handout is distributed, a brief discussion of each topic will be implemented. This job kit contains a pre-test, a handout with interview tips, a pre-interview checklist, an appointment form, a handout on proper dress, a handout on what the applicant should do upon arrival to the interview, dittos on the do's and don't's of a job interview, a "How NOT to Do It" interview, a crossword puzzle, and a personal contract. All of these are contained in Appendix 4.

The kit begins with a ten question, true/false pre-test to see how much the students know about the topic or gain their attention, for example, "No employer has the right to ask personal questions." is a statement on the test.

The kit includes a handout with tips for the interview such as reminding the students where to go, whom to see, how to get there, what to take with them, how to schedule their time, what their attitude should be, etc.

A pre-interview checklist is included and is extremely important. This provides the student with a list of everything that should be done before the interview, and what the interviewees should take with them.

Two more handouts include an appointment form and a ditto containing pre-interview tips. The appointment form shows the student how to get ready for the interview. It contains a form to be completed by the student showing title of job being applied for, name of company, address, telephone number, person to call, date and time of appointment, place of appointment, directions, and person to see. The ditto with the pre-interview tips tells the student to prepare for the interview by role-playing three different situations: calling a department store to find out if there are any openings for a sales position; calling to confirm an appointment with a personnel officer; and calling for specific directions to the place of the interview. Knowing where to go means more than just having the name and general location of the company. If one is going to get there on time, they need to be aware of such factors as the exact company name and the exact time scheduled for the interview. This form provides the students with space for this information.

The next handout in the kit pertains to the proper dress. The students must understand that many people are judged on first impressions, although it may not be the correct thing to do.

A handout containing information on what the applicant should do upon arrival for the interview is also contained in the Job Kit. It is stressed here that the student should

rehearse this information until it is natural and easy to say.

The next five dittos in the kit pertain to that actual interview. The do's and don't's are included in these sheets. For example, make frequent eye contact and don't slouch in the chair.

At this point in kit, the students have received an abundance of information. Therefore, a type of summative evaluation is used here. The students are given a sample of a "How NOT to Do It" interview. They are then asked to rewrite the interview based on the information they have previously acquired regarding the proper way to handle an interview. By doing this, the instructor will have an idea of whether or not the students are retaining the information provided.

After the students have completed all previous activities in the kit and practiced the interview with their partners, a crossword puzzle is distributed to show the instructor how much the student has learned. This is also a fun activity for the students.

The Job Kit concludes with a personal contract to be completed by the students to see how much they learned from the kit. This also gives the students the opportunity to state where they feel they need improvement. The instructor fills in a date in which the student can try to improve this/these skills. The contact is then signed by

the student and the teacher. All of the above-mentioned handouts are contained in Appendix 4.

Learning Materials/Activities Review

The Job Interview Kit was reviewed by another Introduction to Occupations teacher and the Department Chairperson for accuracy of the content. The instructor reviewed all materials to make sure that the grammar, spelling, vocabulary, and punctuation were correct. The instructor also checked to see that all instructions were accurate and clear. All corrections were made during this stage of review.

Materials for Formative Evaluation

The material used for formative evaluation was a checklist. The instructor evaluated the students by checking off "yes" or "no" next to each of the competencies the students should have displayed. The evaluation checklist contains thirty-four different competencies which the student should perform. The student must complete at least 22 of these tasks in order to receive a passing grade for the interview. The first few skills the students should have demonstrated were related to overall behavior such as speaking clearly, having poise and acting natural and relaxed. It was also noted here whether the students asked and answered questions correctly. The students were evaluated on how they entered and exited the interview.

Summary

The Job Kit included all the information required to handle a job interview. It was developed in a sequential manner. It included a pre-test, many tips, a summative evaluation, clear directions, positive reinforcement, checkpoints, and fun activities. Each student received a copy of the Job Kit to keep for reference in the future.

CHAPTER 5

IMPLEMENTATION

Introduction

Implementation is the process used to put the instructional prgram into effect. This stage of the Instructional Systems Design began with the completed Job Kit and evaluation materials. Any errors found during the formative evaluation were corrected before implementing the lesson on the target population. The materials were also reviewed to see if the students had achieved all of the learning objectives.

Materials for Implementation Reproduced

The copy of the Job Kit used during implementation was a result of information gathered during the formative evaluation. Any of the students' problems or suggestions that arose during one-on-one, small group, and field trial evaluations were considered here. Following these evaluations, revisions to the Job Kit were made. Sixteen copies of the instructional materials were reproduced for the implementation stage in "market ready" form.

Instructional Delivery

The instructional delivery for all stages of the evaluation took place in Room 208 in Carle Place Junior Senior High School.

Implementation was done with an alternate target population which included ten students. The instructor was

able to get five students from another class because of an extremely cooperative fellow Business Education Teacher. The alternate population received the same materials as the field trial students. The instructor felt that the students from the alternate population would not do as well with the Job Kit because they really don't know the teacher and know that they will not be graded on this material. The students in the alternate population surprisingly did do well with the Job Kit. It seemed that since they didn't know me well, they simply concentrated on the work and not on fooling around with fellow students or trying to aggrevate their teacher.

Data Collection

Summative evaluation data was collected. Some data was found by the instructor's observation of the students, and other data was found by direct test results. The pre-test and post test each contain ten true-false questions related to the job interview. The student must get seven out of the ten questions correct in order to pass. The pre-test contains generalized questions about job interviews. The post test contains specific questions related to the subject matter learned in the Job Kit.

The following facts were noted:

1. Two out of ten students passed the pre-test.
2. All of the students passed the post test.
3. The average time to complete the materials was five class periods of forty-five minutes each.

Summary

The instructional program went as planned. It took the students the time allocated to complete the materials. The Job Kits were completed with help from the instructor. Originally, it was thought that the students would complete the kits on their own, but ultimately, the instructor had to read some of the instructions to the students to get them motivated. Only two students passed the pre-test, while all the students passed the post test.

CHAPTER 6

EVALUATION

Introduction

Evaluation is the process of assessing performance, identifying concerns and problems, and making necessary revisions. It lets the evaluator know if a program has been effective. Three one-on-one and one small group pilot runs were used during this stage. The one-one-one evaluations helped in determining the effectiveness of test items. The students were asked to note any typographical errors, content omissions, unclear wording, etc. The small group trial was conducted following revisions to the materials used in the one-on-one evaluations. Evaluation is listed as the last phase of the ISD model, however, it is an ongoing process that begins with the analysis phase and should continue past implementation. The designer conducted two types of evaluation: formative and summative.

Formative Evaluation

Formative evaluation is the collection of data and information during the development of instruction which can be used to improve the effectiveness of the instruction (Dick & Carey, 1990). The materials produced as a result of formative evaluation are as effective and error-free as possible. Three methods can be used during formative evaluation: one-on-one evaluation, small-group evaluation, and field trials. The designer used all three methods.

One-on-One Evaluation

The one-on-one evaluations were used to remove and errors found and obtain the learner's initial reaction to the learning materials. The designer conducted three one-one-one evaluations. The students chosen were similar to the target population in ability and age. Two girls and one boy were chosen. They were all in the eleventh grade. The students were given the developmental version of the Job Kit, complete with pretest and post test.

During one-on-one evaluation, the students were asked to review the instructional material and criticize it if they felt it necessary. The students were encouraged to ask questions, make comments and state their thoughts while they worked through the Kit. The students were tense being in a classroom environment with only one student and one teacher. The students were also now given the opportunity to criticize the teacher, which is something they were always taught **not** to do. The designer moved around the room a lot doing other tasks while the students worked on the materials. This seemed to reduce the tension a bit.

The students were told to circle any areas which the student saw to be a problem. They were also asked to immediately explain the type of error they had discovered to the designer. The designer kept a list of the errors that were found. This list was updated with each of the following one-on-one evaluations.

The one-on-one evaluations were helpful in determining if the test items used were effective. The ten items on the pretest tested general knowledge of job seeking instead of specifically testing on the job interview. Therefore, the pretest was revised to include four specific questions pertaining to the job interview. The post test was also revised to include specific questions related to the job interview.

The following were problems discovered with the developmental version of the learning materials.

1. The pretest was too general.
2. The Job Kit entailed too much reading. (This bored the learners).
3. During one-one-one evaluations, the students did not have a partner to practice with.
4. "Preliminary" was misspelled on page 10.
5. "Face the interviewer" should have been underlined on page 12.
6. The crossword puzzle contained questions which were too general. (Did not pertain directly to the job interview).

After the students completed their personal contract at the end of the kit, the designer asked the students regarding the materials verbally. This provided for more elaboration than a written questionnaire might have given. Some of the questions were:

1. Were the test questions clear?

2. Were you bored?
3. What did you like most about this learning method?
4. What did you like least about this learning method?
5. How did you feel about using the Job Kit?
6. Will you use these job seeking skills in the near future?

In summary, the students enjoyed using the job kit aside from the fact that they needed to work on it with other students. The liked the kit because they felt they had control over the time, but they didn't like reading all of the materials by themselves. The students liked the personal contract and said they will definitely use these skills when looking for a job in the future.

Small-Group Evaluation

The students who participated in small-group evaluation were also similar to the target population in ability and age. The Job Kit used in the one-on-one evaluations was revised to include corrections to the errors found. These students completed this updated version.

Gagne describes the make-up of a small group as ten to twenty learners. The target population is made up of only sixteen students, therefore, the designer's small group was five students, which equals 31.25 percent of the total target population. The designer assessed the same information as in one-one-one, but also noted the group interaction. This interaction was found to be necessary to this type of learning materials. The concept of the Job Kit was explained

and instructions were given. Again, the students were asked to circle any errors as well as verbally state any problems or questions. The designer sat at the teacher's desk and went to the students to help or answer any questions regarding the learning materials.

This group of students did not find any more typographical errors, but also felt there was too much reading involved. Unfortunately, this unit of learning requires a great deal of listening, reading, and practicing the proper way of handling an interview. This tends to be boring at times. Three students passed the pretest. All of the students passed the post test.

Field Trial

The designer used students as close as possible to the students in the actual instructional situation for this final phase of formative evaluation. The environment was the exact one to be used in the actual instructional situation. Eight students were chosen to participate, which equals 50 percent of the target population. The students were chosen from another teacher's Introduction to Occupations class. The purpose of the field student is to see if the instruction can be used in the environment for which it was intended, and to see if the changes made during small-group evaluation were effective.

The field trial student completed a Job Kit that included all the revisions necessary from the one-on-one evaluation. The designer sat at the teacher's desk, and if

the students had any questions, they were instructed to raise their hands, and the instructor would come to them and attempt to answer the questions. Most of the questions that arose were the result of the students not reading directions of lengthy paragraphs of added information. Once the students were told not to skip this type of information, the questions were answered by the students themselves. During implementation, the designer walked around the room. This gave the designer a chance to look at students' work and see if the revised areas were now alright. None of the errors or problems that occurred in the one-on-one were experienced with the small group. Therefore, the designer was assured that the revisions were effective. No additional problems occurred.

The previously used pre-test and post test were used during the field trial. Two students passed the pre-test and all students passed the post test.

The results of the pretest and post test during the one-on-one, small group, and field trials are summarized in Tables 4, 5, and 6.

Both the pretest and post test contained ten true/false questions. The number of questions answered right and wrong are contained in the above table as well the mean for the total number of students' grades.

The passing grade for students in Carle Place High School is 65. Since the test contained ten questions worth ten points each, at least seven correct answers were needed

Table 4

Results of Pretest and Post Test
One-on-One Evaluation
n = 3

Student	Pretest Right	Pretest Wrong	Pretest Score	Post Test Right	Post Test Wrong	Post Test Score
1	7	3	70	10	0	100
2	5	5	50	7	3	70
3	8	2	80	8	2	80
Total:	20	10		25	5	
	Mean: 66.7			Mean: 83.3		

in order to pass both tests. The scores on the pretest were 70, 50, and 80. The scores on the post test were 100, 70, and 80.

Table 5

Results of the Pretest and Post Test
Small-Group Evaluation
n = 5

Student	Pretest Right	Pretest Wrong	Pretest Score	Post Test Right	Post Test Wrong	Post Test Score
1	9	1	90	10	0	100
2	6	4	60	7	3	70
3	5	5	50	7	3	70
4	4	6	40	8	2	80
5	6	4	60	9	1	90
Total	30	20		41	9	
	Mean: 60			Mean: 82		

Both the pretest and post test contained ten true/false questions. The number of questions answered right and wrong are contained in the above table as well the mean for the total number of students' grades.

The passing grade for students in Carle Place High School is 65. Since the test contained ten questions worth ten points each, at least seven correct answers were needed in order to pass both tests. The scores on the pretest were 90, 60, 50, 40, and 60. The scores on the post test were 100, 70, 70, 80, and 90. Seven correct answers were needed for a passing grade.

Table 6

Result of the Pretest and Post Test
Field Trial
n = 8

	Pretest			Post Test		
Student	Right	Wrong	Score	Right	Wrong	Score
1	8	2	80	10	0	100
2	2	8	20	7	3	70
3	5	5	50	9	1	90
4	5	5	50	10	0	100
5	4	6	40	8	2	80
6	7	3	70	9	1	90
7	6	4	60	9	1	90
8	4	6	40	8	2	80
Total	41	39		70	10	
		Mean:	51.25		Mean:	87.50

Both the pretest and post test contained ten true/false questions. The number of questions answered right and wrong are contained in the above table as well the mean for the total number of students' grades.

The passing grade for students in Carle Place High School is 65. Since the test contained ten questions worth ten points each, at least seven correct answers were needed in order to pass both tests. The scores on the pretest were 80, 20, 50, 40, 50, and 70. The scores on the post test were 100, 70, 90, 100, 80, and 90.

Summative Evaluation

Summative evaluation is the collection and interpretation of data for a specific instruction to determine the value of that instruction for a defined target population. Dick & Carey (1990) list types of data that should be collected:

1. Entry behavior
2. Pretest scores
3. Embedded test scores
4. Post test scores
5. Time required to complete instruction
6. Learners' attitudes about the instruction.

It should also be determined if the learning materials are appropriate for future use.

Kirkpatrick (1987) describes four logical steps to evaluation: reaction, learning, behavior, and results.

Reaction

Reaction is the first evaluation step and is the easiest to complete. Reaction results decide whether or not the learners liked the instructional materials. Kirkpatrick (1987) states that the feelings of the learners are being measured during this stage, not the degree of learning.

The designer utilized verbal questions as well as a post-learning questionnaire to determine learner reaction. The results showed that the majority of the students enjoyed working on the job kit. Several students stated that they enjoyed role playing with their classmates after each of the new topics presented in the kit. The students enjoyed practicing entering the interviewing and exiting the interview. They also enjoyed questioning each other to see if their partners were prepared with answers.

Learning

In the process of learning, attitudes are changed or a new behavior results because of knowledge or skills learned. Kirkpatrick (1987) states that paper-and-pencil tests can be used during this stage is principles and facts were taught. The designer used the results of the pretest and post test to evaluate learning. The periodic learning checks allowed the designer continuous evaluation of the student's work. The results of the pretest and post test are shown in Table 7.

Both the pretest and post test contained ten true-false questions. The number of questions answered right and wrong are contained in the table as well as the mean for the total

number of students' grades. The passing grade for students in Carle Place High School is 65. Since the test contained ten questions worth ten points each, at least seven correct answers were needed in order to pass both tests.

Table 7

Result of the Pretest and Post Test
Target Population
n = 16

Student	Pretest			Post Test		
	Right	Wrong	Score	Right	Wrong	Score
1	7	3	70	10	0	100
2	3	7	30	7	3	70
3	4	6	40	8	2	80
4	5	5	50	9	1	90
5	5	5	50	9	1	90
6	8	2	80	8	2	80
7	3	7	30	7	3	70
8	4	6	40	7	3	70
9	5	5	50	8	2	80
10	6	4	60	10	0	100
11	9	1	90	9	1	90
12	2	8	20	7	3	70
13	5	5	50	8	2	80
14	6	4	60	10	0	100
15	6	4	60	9	1	90
16	3	7	30	8	2	80
Total	81	79		134	26	
		Mean:	50.63		Mean:	83.75

Behavior

Kirkpatrick (1987) states that changes in behavior produce measurable results. A never-before existing behavior now exists, or a positive change in behavior results. The designer chose to use a post-learning questionnaire as a method for determining changes in behavior. See Appendix 5.

When a change in behavior has occurred, learning has taken place. Therefore, the questionnaire seeks to determine if the learners have retained and applied their new skills and knowledge.

Results

Kirkpatrick's last step, results, can bring about measurable outcomes, however, the actual evaluation process may be extremely difficult. Some examples of results are improved efficiency, improved morale, and reduction in grievances.

The students have learned how to go on a job interview by following the step-by-step procedure in their job kits. However, how long will the students remember all of the information required for a successful job interview? Unfortunately, the designer did not conduct a results evaluation because of time limitations. It might be interesting to have alumni students of this class come in when this module is being taught and find out how much of the information has been retained.

Learning Transfer

Learning transfer is demonstrated when a worker goes back to their job and applies what they have learned after training is complete. In the public school, this does not apply. The only way a student can demonstrate what they have learned is by going to other classes related to the subject and applying their knowledge about the real world of work.

Summary

During the evaluation stage, the designer assessed the students' performance, identified concerns and problems, and made necessary revisions. The designer ran three one-on-one evaluations, a small group pilot run using five students, and a field trial using six students. This stage of Instruction Systems Design proved to the designer that the objectives of this unit of instruction were met and the materials used were satisfactory.

CHAPTER 7

SUMMARY AND RECOMMENDATIONS

Introduction

This chapter provides a summary of the instructional project described in this document. In comparison to Chapter 1, which explains what the designer expected to occur during the five steps of Instructional System Design. Chapter 7 explains what actually did occur. This chapter finishes off with recommendations that might benefit other designers by providing a detailed analysis of an instructional project.

Methods and Procedures Used

The method used for the project was based on the Florida State or Interservice Model of Instructional Systems Design (ISD). The five phases used in the project were: analysis, design, development, implementation and evaluation.

Analysis

During the analysis phase, the designer conducted a needs analysis, job analysis and task analysis. The need for the instruction was based on the demand for high school students to graduate with career-related skills. This demand resulted in a New York State mandate that these skills be taught to students in our public schools.

Printed material was the medium used for the instructional project. The designer created a Job Kit for preparing for the job interview. The instructional goal was

divided into seven main tasks, which were subdivided into the number of steps necessary to complete each task. The designer gathered existing literature on the job interview to see how appropriate its use would be for the target population.

When the designer began the project, a major events list and time line were developed. The project began on September 30, 1990 and ended on March 30, 1991. PERT and Gantt charts were developed and used to locate any time conflicts or unnecessary interruptions. The analysis phase concluded with the development of a budget.

Design

During this phase, the designer identified seven instructional objectives to correspond with the seven main tasks for preparing for a job interview. Entry behaviors were defined.

The time estimate of five sessions of forty-five minutes each was accurate. Test items were developed during the design stage. The instructional materials contained a pretest and post test.

Both formative and summative evaluations were used. The post-learning questionnaire was included in the evaluation.

Development

The Job Kit was developed based on the need for a more interesting type of instruction for the students. The kit was reviewed by two other teachers.

The pretest, post test, and post-learning questionnaire were written. A contract was also included stating that the students felt that they were ready for a job interview. There was student and teacher interaction throughout the job kit. The kit was reviewed for accuracy of content, and sixteen copies of the materials were produced.

Implementation

At the end of the development phase, formative evaluation occurred. The materials were revised to correct errors found during this phase. Copies of the materials were produced and completed in a classroom setting in five class periods.

The job kit was intended to be used by the students primarily on their own. In actuality, the students required a lot more teacher interaction than was intended. During the implementation phase, the designer collected data for use in summative evaluation.

Evaluation

Formative evaluation was conducted during the development phase. The designer used one-on-one evaluation, small-group evaluation and field trials. Minor problems with the learning materials were found, and the materials were revised. Test results were recorded and analyzed during this phase.

The four steps of reaction, learning, behavior and results were included in the summative evaluation. Test results were recorded and analyzed. The post-learning

questionnaire determined the students' attitudes toward the Job Kit.

Based on the results of both forms of evaluation, the designer felt that the reliability measurements had been met.

Conclusions

The designer concluded that the Job Kit should be used with a combination of class and individual activity. The learners were not motivated to read text portions on their own. Working as a class worked very well. This more flexible use of the learning materials met the needs of the students and also achieved the instructional goal.

Most of the students were very enthusiastic about going on a job interview, after completing the Job Kit. Many of the students misplaced sections of the Job Kit which resulted in the students request for another copy to keep for future reference.

The designer was delighted to see that the test results turned out as expected. Only two students passed the pretest, however all the students passed the post test. Being that this project was so successful, the Job Kit will become part of the Introduction to Occupations curriculum for Carle Place High School.

Recommendations

1. Additional job kits might be useful for learning other job-seeking skills. They might be used for writing a resume, cover letter, or follow-up letter.

2. Survey local businesses that hire high school students to find out what mistakes these students make when going on an interview. Use these results to emphasize these areas while completing the Job Kit.

Concluding Statement

The design of instruction utilized for this project was challenging and fun to complete. It required a great deal of though, as well as time, to go through the five Instructional Design phases. The designer is extremely relieved that the Job Kit met a learning need and that the students were excited about going on an actual job interview.

Completion of this project has given the designer a greater understanding of what learning really is. All aspects of the students, learning environment, and learning materials should be considered at all times. Unfortunately, we as educators, sometimes overlook some of these elements.

It is the designer's wish that the Job Kit will be utilized in many classrooms now, as well as in the future. The designer also hopes that students continue to be excited and interested in the learning materials as a result of this learning process.

APPENDIX 1

JOB TASK ANALYSIS

APPENDIX 1

JOB TASK ANALYSIS

1.0 - State when and where the interview takes place.

- 1.1 - Write down the time of the interview.
- 1.2 - Write down the location of the interview.
- 1.3 - Arrive 10 minutes early.
- 1.4 - Go to the interview alone.

2.0 - Pose questions to the interviewer about the job.

- 2.1 - Ask what are the duties of the job.
- 2.2 - Ask when the job will start.
- 2.3 - Ask if there is a dress code.
- 2.4 - Ask what tools, if any, are used on the job.
- 2.5 - Ask who is the supervisor.
- 2.6 - Ask if the job requires working with others.
- 2.7 - Ask what are the pay and benefits.

3.0 - Answer possible questions.

- 3.1 - Explain why you want the job.
- 3.2 - Explain what kind of job you want.
- 3.3 - Explain what you can do.
- 3.4 - Explain what job(s) you have had before.
- 3.5 - Explain how much education you have had.
- 3.6 - Explain if you have any special training.
- 3.7 - Explain why you left your last job.
- 3.8 - Explain what are your hobbies.
- 3.9 - Explain what were your best subjects in school.

4.0 - Dress neatly for the interview

4.1 - Do not wear jeans.

4.2 - Comb your hair.

4.3 - Have shirt tucked in.

4.4 - Make sure nails are clean.

4.5 - Have your shoes shined.

5.0 - Greet the interviewer.

5.1 - Enter the interview when asked.

5.2 - Look the interviewer in the eyes.

5.3 - Give a firm handshake.

5.4 - Maintain a courteous and enthusiastic attitude.

5.5 - Sit when asked.

6.0 - Conduct your role in the interview in a professional manner.

6.1 - Take a pen and pencil with you.

6.2 - Avoid chewing gum.

6.3 - Avoid smoking.

6.4 - Act naturally and relaxed.

6.5 - Avoid tapping your feet.

6.6 - Avoid playing with objects or pencils.

6.7 - Pronounce words carefully.

6.8 - Speak clearly.

7.0 - Exit the interview.

7.1 - Leave when interviewer states that the interview is over.

7.2 - Thank the interviewer at the end of the interview.

7.3 - Ask the interviewer when you should follow up with the interview.

APPENDIX 2

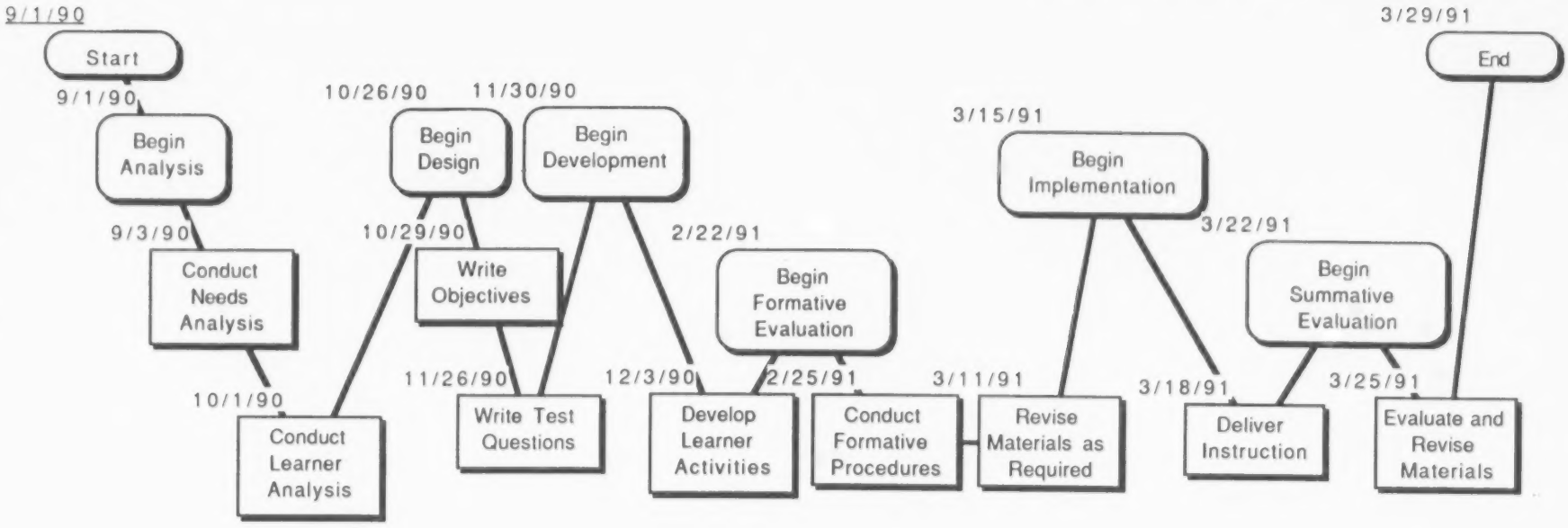
MAJOR EVENTS LIST

APPENDIX 2

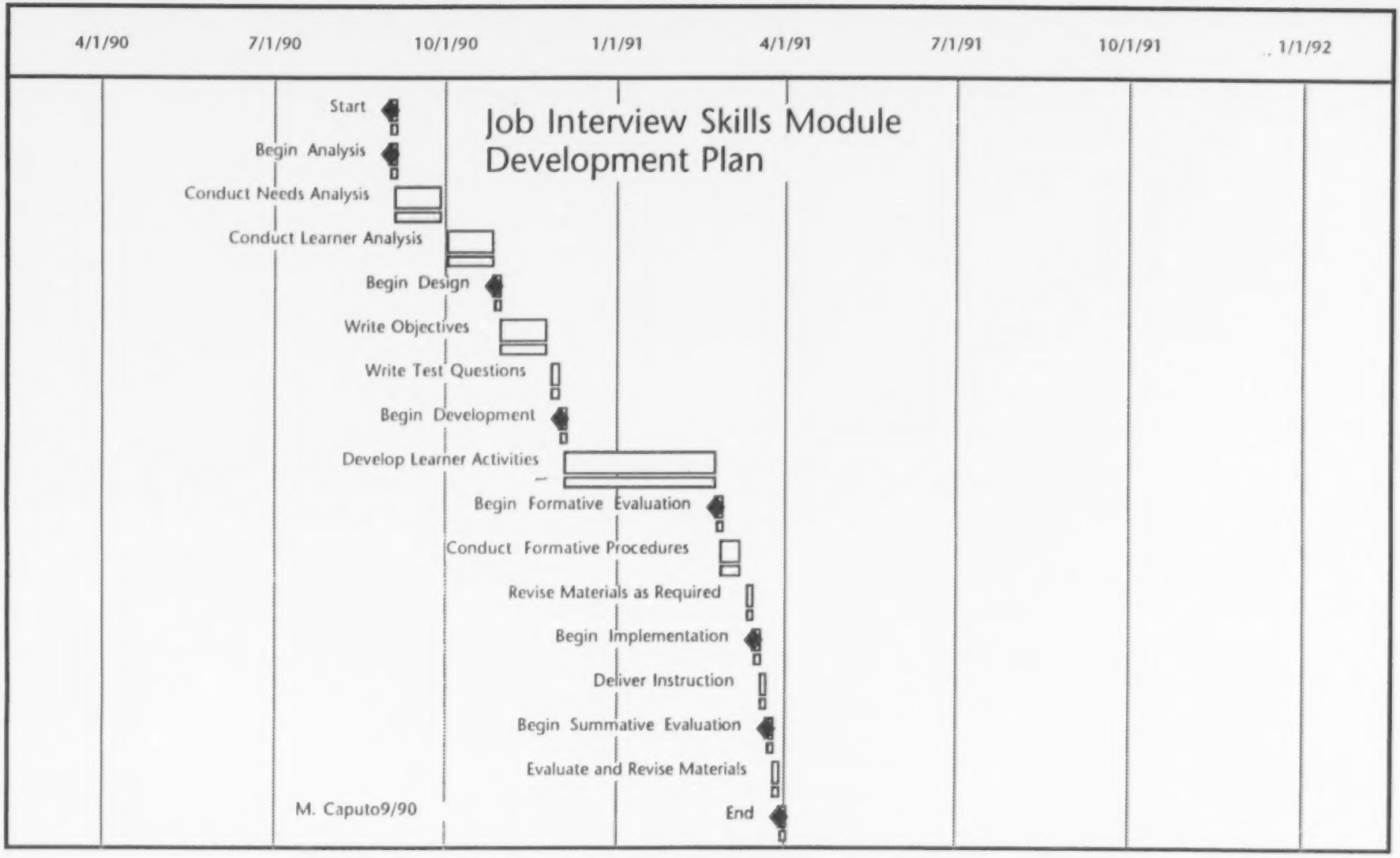
MAJOR EVENTS LIST

		WEEKS	BEGIN	END
1.	Begin	0	9/30/90	9/30/90
2.	Needs analysis	1	9/30/90	10/07/90
3.	Task analysis	2	10/07/90	10/21/90
4.	Program design	3	10/21/90	11/13/91
5.	Collect materials	3	1/02/91	1/23/91
6.	Develop Job Kit	4	1/23/91	2/23/91
7.	Conduct one-on-one and small group evaluation	1	2/23/91	3/02/91
8.	Field Trial			
9.	Results evaluation	1	3/02/91	3/09/91
10.	Revise materials based on trial results	1	3/09/91	3/16/91
11.	Implement Job Kit	1	3/16/91	3/23/91
12.	Summative Evaluation	1	3/23/91	3/30/91
13.	End	0	3/30/91	3/30/91

Interviewing Skills Module
Development Plan



M. Caputo
9/90


4/1/90
7/1/90
10/1/90
1/1/91
4/1/91
7/1/91
10/1/91
1/1/92
Job Interview Skills Module
Development Plan
Start
Begin Analysis
Conduct Needs Analysis
Conduct Learner Analysis
Begin Design
Write Objectives
Write Test Questions
Begin Development
Develop Learner Activities
Begin Formative Evaluation
Conduct Formative Procedures
Revise Materials as Required
Begin Implementation
Deliver Instruction
Begin Summative Evaluation
Evaluate and Revise Materials
End
M. Caputo9/90

APPENDIX 3

EXPERIMENTAL JOB KIT

Your Job Kit: Don't Leave Home Without it!

THE JOB KIT

PRE-TEST

Circle T next to the statements which are true, and an F next to those which are false.

T F 1. Providing an extra fifteen minutes for traveling is a good idea to make sure you are on time for the interview.

T F 2. All you need to take along are the items in your job kit.

T F 3. If you are unsure of how to get there, you can call the N.Y.C. Transit Authority for information.

T F 4. A first impression really does not count that much with the interviewer.

T F 5. During the interview, it is a good idea to say nothing rather than risk saying something stupid.

T F 6. When the interviewer says, "We'll be in touch," there is really nothing more you can say except, "Thank you. Goodbye."

T F 7. No employer has the right to ask personal questions.

T F 8. If the interviewer brings up some item in your past history which may reflect poorly on you, it is best to try to cover it up, rather than explain.

T F 9. One of the most important factors in getting a job is having an eager attitude.

T F 10. If you do not succeed in getting a job within the first few interviews, you probably will not get one at all.

The Job Kit

The JOB KIT is a handy way to have all the items you could possibly need for any application all together. It is always with you and you are prepared.

1. Your resume.

2. Personal Data Form.

3. A record of birth is one of the most valuable documents an individual has. This document basically is used to prove one's name, age, birthplace, and parentage. This document should be kept in a safe place and a copy kept in the JOB KIT.

4. The Social Security card contains a number assigned to the individual by the Social Security Administration. The Social Security Act, passed by Congress in 1935, requires that a number be assigned to individuals before they are permitted to begin work.

5. The school diploma usually is accepted as proof of completing a number of years of school or a specific training program. A skill certificate may be issued to those who reach a certain skill level in typing, shorthand, a foreign language, or ability to repair a product.

6 A driver's license may be required for entry into a job. Although in most states people may obtain a driver's license at age 16, those who are not yet 18 may not be employed in occupations that involve driving a motor vehicle as a major task of the job.

7. Working papers. If you are under age 18, working papers are required for most jobs. The forms are available at your school or at the Employment Certification Centers in each borough. The Brooklyn Office is at 475 State Street and is open from 8:30 A.M. - 4:00 P.M., Monday-Friday. For information, telephone 596-8900. Applicants must bring proof of their birth, their own Social Security number and a consent form signed by a parent. A physical examination is required and is given at the centers.

8. A list of references.

9. Letters of recommendation.

10. Samples of specifics.

DON'T LEAVE HOME WITHOUT YOUR JOB KIT !

They Want Me to Come For an Interview Now What?

You got your first job interview. Congratulations! You have made arrangements for an interview, or maybe several. That's great. Remember, the odds are that the employer will meet with a number of other applicants as well as you. Even though you have come a long way, there is still more to go. If you are to come out a real winner, and get that first check as your prize, you will have to deal with the fact that there will be strong competition from the other applicants.

REMEMBER: The employer will be selecting just one person who comes across best in the interview. Like you, the other applicants are probably well aware of this, and they are probably thinking how to handle their actual talk with the employer.

In this section you will learn the skills of getting ready for an interview and the techniques that will help you know:

- Where to go
- Whom to see
- How to get there
- What to take with you
- What to know
- How to schedule your time

PRE-INTERVIEW PREPARATION GIVES HELP IN SECURING THE JOB! REMEMBER TO TAKE YOUR JOB KIT WITH YOU TO ALL INTERVIEWS.

Your Attitude is Showing

ATTITUDE: Before you learn the practical skills necessary to find the job, take a look at something you already have: YOUR ATTITUDE. The outlook you project will speak for itself in a positive or negative way. See what happened to Robert Green. Here is a letter Robert received after an interview.

Dear Robert:

Today you came to me for an interview. From the look of your shoulders as you walked out, I suspect you've been turned down before. I hired a teenager today. What was so special about him? Not experience, neither of you had any. Attitude, that's all. ATTITUDE.

He did his best to impress me. That is where he edged you out. His clothes were clean and neat. He had gotten a haircut. He filled out the application form neatly and completely. He did not ask to borrow a pen. He carried his Social Security card, had basic identification, and did not ask, "What's a reference?" He didn't have two friends waiting for him by the soda machine, as you did! He didn't start to chew gum or smoke while being interviewed. He didn't keep looking at his watch, giving me the impression that he had something more important to do.

Moreover, he took the time to find out how we operate here, and what his day-to-day tasks would be. He was willing to start his training at the point where I could place him. I think he will keep his eyes open and work for me, like he would work for himself.

If you have even the vaguest idea of what I'm trying to say, let it show the next time you go for an interview. You will be head and shoulders above the rest. For both our sakes, get eager, will you?

Sincerely yours,

Bruce Downey

Bruce Downey

TO BE A WINNER , YOU MUST ACT LIKE ONE!

Pre - Interview Checklist

Check to see that you have each item you need for your job interview.

1. _____ A pen to fill out the application and make notes.

2. _____ A notebook to jot down information including the address of the interview, name of the person you are going to see, and any other pertinent information.

3. _____ Notations of where to go, how to get there, and whom to see.

4. The items of your JOB KIT:

   a. _____ Resume

   b. _____ Personal Data

   c. _____ Birth Certificate

   d. _____ Social Security Card

   e. _____ Diploma

   f. _____ Work permit (if applicable)

   g. _____ Driver's license

   h. _____ Names of references, with addresses

   i. _____ Letter of introduction

   j. _____ Letters of recommendation

   k. _____ Sample of specific skill (if applicable)

Some items, of course, may not be available. You may have to do without that Social Security card that's supposed to be arriving in the mail any day, or that driver's license you just never bothered to get because you live in a city and don't drive. Don't worry about these, but make sure you have everything else.

HAVING EVERYTHING HELPS YOU GET EVERYTHING!

PERTINENT

How to Get Ready

I'm so excited about my interview,
I don't know what to do first. How should I get ready?

Answer: First of all, get ready for the interview by learning where to go, when to go, and whom to see.

There's no way you can be a winner in an interview situation if you end up in the wrong place at the wrong time asking for the wrong person. A little effort can help you avoid this kind of no-win situation.

Knowing where to go means more than just having the name and general location of the company. If you're going to get there on time, you need to be aware of the following: 1) the exact company address; 2) the building location and the location of the office where you're supposed to show up; 3) the exact time scheduled for your interview, and 4) the name and title of the person who will be meeting with you.

YOUR APPOINTMENT FORM

Title of Job Applying for_____

Name of Place_____

Address_____

Telephone No.( )_____Person to call_____

Date and Time
of Appointment_____

Place of
Appointment_____

Directions_____

Person to See_____

Before An Interview...

How should I get ready for the interview?

Answer: Get ready for the interview by deciding just how you're going to get yourself there, and leave enough time to reach your destination fifteen minutes early.

PRE-INTERVIEW PREPARATIONS

Role-play the following situations with a partner in your classroom:

1. You are calling a department store to find out if there are any openings for a sales position. You are told to come the next day for an interview. What information do you need before hanging up the phone? Use the appointment form on the previous page.

2. You are calling to confirm your appointment with a personnel officer of an important New York City bank.

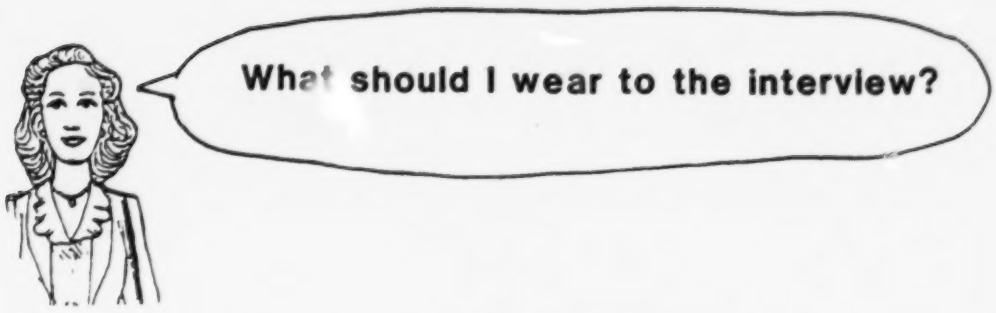
3. You are calling for specific directions to the place of the interview.

It's not hard to plan how you're going to get to your interview, but it sure is important. Maybe you're planning to borrow someone's car. If so, you should get his permission now, and check out parking facilities near the company. You don't want to be late because you had to park ten blocks away and walk it! If you're planning on using a bus, train, or subway, take the time now to find out when these run, where you can pick them up, and where they'll drop you off. Make sure you can reach the exact place of your interview at least 15 minutes early. If you are early for your interview, it will leave an impression on the interviewer that you are a punctual person. Once you have the information you need, write it down. This kind of planning should really help you get the edge on some of your competitors.

If you need assistance in getting travel directions, you can ask the interviewer, or call the New York City Transit Authority.* Better yet, study a subway map and develop your traveling skills. You will feel proud and confident as a person who can "get around" by yourself. Use a map and do the exercises on the next page as a study guide.

*330-1234.

Dress Right!



Answer: If there's one dress rule to follow for the interview, it's this:

DRESS NEATLY AND CONSERVATIVELY

Plan to dress just a little bit better than people who hold the type of job for which you're interviewing.

It's amazing how many top-notch job applicants decide to "do their own thing" at the interview, only to lose out because the interviewer thinks they look inappropriate. The employer pays the wages and most of them really want to know that an applicant is willing to do the company's thing instead of his or her own.

Clean up your act. You should be neat and well groomed. Allow time to take a bath or shower, shave, have nails clean and filed, and so on. Maybe applicants shouldn't be judged by the way they look, but if you don't think employers make such judgments all the time, you're wrong.

Why should an organization take an interest in the hygiene and grooming habits of its employees? As a representative of the organization, each employee can have, by his or her personal appearance, a tremendous effect on the firm's overall image. An employee who looks clean and well groomed tells the customer non-verbally that he cares about himself and his job. This sort of positive attitude is one of the essential elements of success for the individual and for the organization. An often overlooked aspect of personal grooming is the effect it has on relationships between co-workers. Clean employees work better together. Proper dress maintains a professional work atmosphere.

Now that you're dressed and ready, are you really ready for the interview? What can you do to convince the employer that you are the best choice for the job he or she is trying to fill? How should you come on? Strong? Meek? Talkative? Quiet? You need to develop some skills and techniques to help handle the interview to your best advantage and improve the odds of your getting hired. Skills you will work on include how to deal with the pre-interview activities, how to handle yourself physically, how to field questions and how to give yourself an edge over the competition.

Arriving for the Interview

Often, the first person you will meet when you go for a job interview is the receptionist or a secretary. Her opinion of you may be very important. The interviewer may ask her what she thought of you after you have left. So, identify yourself and explain why you are there in a pleasant, professional way.

> "Hello, I'm David Furman. I have a 10:30 appointment with Mr. Ross."

DO NOT hang around to chat or ask the receptionist any questions, since it could lose you points. DO NOT act impatiently if you are required to wait. Stay cool!

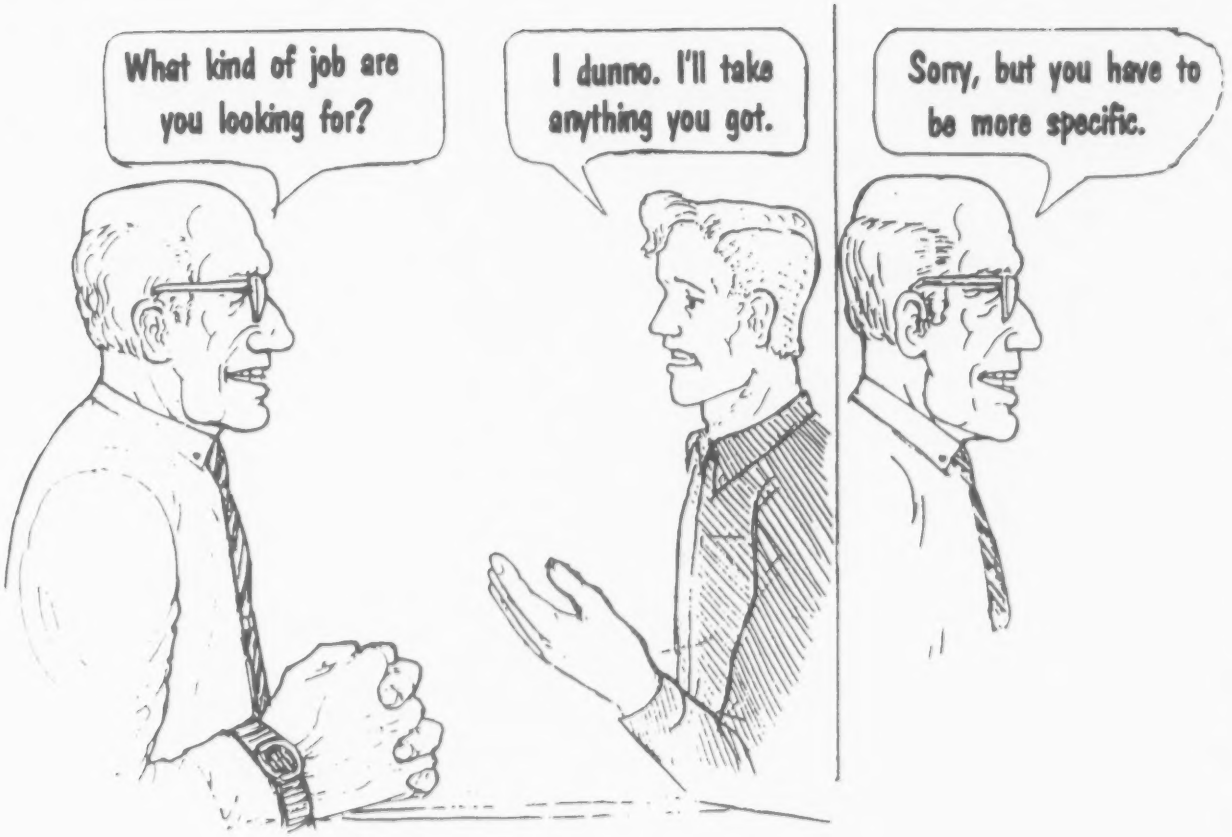
You should be about 15 minutes early for an interview to allow time for unforeseen delays (like traffic and slow subways). Use the extra time to find the restroom, check your appearance, and to be sure you are ready for the interview.

Be aware that the interviewer may come to greet you, or may ask the receptionist to show you to another office. Either way, remember this: your first impression on the interviewer is very important. Make it positive. Look him or her straight in the eye with a warm expression and offer a solid handshake. Introduce yourself with:

> "Hello, Mr. Ross. I'm David Furman. Thank you for taking time to talk to me. I am interested in the stockroom job."

Rehearse this proliminery information until it is natural and easy to say.

This is It !



Did Baker get the job? Or was this the end of the interview? This employer later said, "We respond positively to candidates who know what the job is, why they want it, and tell us why they think we should hire them."

Of course, that's the way you will succeed in getting hired, isn't it? If you are prepared, you will have no difficulty answering questions the interviewer may ask. In the next few pages, you will find out how to present yourself properly in the interview so that you will be able to get your foot in the door.

Interview "Shoulds"

How do you present yourself physically so the interviewer knows you're alert? By now you probably know some of the interview shall nots: .do not smoke .do not stretch way back in your seat .do not mumble .do not stare out the window. Well, then, what should you do?

An applicant who impresses the interviewer as highly aware comes across as someone who really cares about the job. If you show sincere interest you'll be seen as a possible employee, likely to pay close attention to such other important things as directions, instructions, and words of supervisors. An applicant not on his/her toes during the interview probably would be lackadaisical at work if hired.

You can impress the interviewer with your alertness and interest by remembering the following that you should do:

1. Lean forward slightly in your seat. Like a TV viewer caught up in an exciting moment, this posture says, "I'm interested and listening."

2. Make frequent eye contact. Nothing reassures a speaker more than eye contact. It provides "Yes, I'm following you" feedback. The speaker needs to know if his/her message is getting across.

3. Face the interviewer directly. This says, "I'm tuned in." Every time you turn your body away, you're sending a message that says "I'm turned off."

4. Avoid nervous habits. Smoking, clock-watching, finger tapping, toe-tapping, repeated looking around the room are great detractors. They are signs that your attention isn't on the interviewer and what he/she is saying.

These are simple physical details, but they make a big difference in how you can come across to an interviewer. Many job applicants get weeded out just because they can't handle their bodies in a way that shows they're alert, interested, and paying attention. Rehearse your body language to show you are paying attention physically while sitting and talking, until it becomes natural and automatic.

Interview Answers

What if the interviewer throws a lot of questions at me?

Answer: It is the interviewer's job to ask you questions. You are being trained to respond with answers that will convince the representative of the company that you are the best choice for the training position.

The interview is your opportunity to spotlight your strengths, abilities, and qualifications.

There are people who are offered every job for which they apply. These people prepare carefully for their interviews, and rehearse the best possible answers to anticipated questions.

You can begin your preparation by reviewing your personal data and resume in the JOB KIT, "How do I work in some of my important questions during the interview?"

During the first part of the interview, you will probably spend most of your time answering the interviewer's questions. However, as the interviewer starts to run low on obvious questions, you will have a chance to make inquiries of your own. It is important to have questions to ask. An applicant who does not ask about anything will come across as an applicant who does not care. By seeking answers you can show some real interest and let the interviewer know you have really been thinking about the job. Here is an example:

Interviewer: "Why did you decide to apply for a job with us?"

Applicant: "As I indicated in my resume, I've had a thousand hours of training in auto mechanics. I felt that your company would be a great place to put that training to use."

Most applicants cannot wait for an interview to be completed because they are so nervous. As a result, they often fail to ask their own questions. Worse yet, they do not deal with some unanswered questions or doubts that the interviewer may have. These people become losers. To swing the odds in your favor and come out a winner, you need to learn how to use "The Hook."

Rehearse answering the questions on the following pages. By anticipating the interviewer's questions, you can give winning answers.

ANTICIPATE

A "How Not to Do It" Interview

GORDON JAMES:	You the lady they told me to see about a job here?
MRS. DAVIS:	I don't know if I'm the person you are supposed to see or not, but my name is Mary Davis. May I help you?
GORDON:	Yeah. Here are some papers they told me to give you.
DAVIS:	(going through the papers) It's beginning to get warm out today, isn't it?
GORDON:	Yup.
DAVIS:	I see you're from Riverside High School.
GORDON:	(no response)
DAVIS:	Did you drive in this morning?
GORDON:	Huh? No.
DAVIS:	Did you use the subway?
GORDON:	Huh?
DAVIS:	I said, did you use the subway?
GORDON:	Oh, yeh.
DAVIS:	Are the Mets going to win the championship this summer?
GORDON:	I don't know.
DAVIS:	Let's see, your name is Gordon James. Well, Gordon, just what kind of job are you interested in?
GORDON:	Well, I don't know, eh, something here in the factory. What do you have?
DAVIS:	As you know, our company is large and operates in a wide range of fields. I assume you are familiar to some degree with our company? In what areas do you have specific skills?
GORDON:	Er, well, I don't know exactly, but I've done several things. Er, I just want a job, just something I can make pretty good money at, or something to get started on. I'll take any job. I'm willing to, you know, try anything as long as I can do it. They told me you were hiring and I thought I'd see what you had. I thought maybe I could get a job.

Interview (cont'd)

DAVIS: I see. I need to know something about your experience and interests.

GORDON: You hired a friend of mine, and he lives out there with me, and we went to school together.

DAVIS: Can you tell me what work experience you've had?

GORDON: I worked in a lumber yard. That was one summer, I, uh, quit that, or they cut back and laid some of us off. It was summer work anyway, just for the summer. And, ah, after that, I wanted to go to the Navy -- ah, no, before that or before I worked at McDonald's, I got a part-time job at one of the stores in, ah, oh, out in that place near the airport.

DAVIS: Do you live in that area?

GORDON: Yeah. No.

DAVIS: Have you lived there long?

GORDON: Yeah.

DAVIS: I see. Please describe your educational background.

GORDON: I took a course in after-school occupational skills when I was in 11th grade, and I put -- ah, you know -- these things on a board in a certain order, it was one of these, ah, wiring courses.

DAVIS: Electronics?

GORDON: Huh?

DAVIS: Was it electronics?

GORDON: No.

DAVIS: What kind of wiring were you taught?

GORDON: Just wiring, I guess.

DAVIS: When do you expect to graduate?

GORDON: I dunno. June, maybe.

DAVIS: Do you plan to go for post-secondary schooling?

GORDON: Huh?

Adapted from Occupational Essentials.

Interview Skills Exercise

NOW BE CRITICAL TO BECOME CORRECT

1. Rewrite the dialogue so that Gordon makes a better impression.
2. Discuss the following questions:
   a. How would you describe Gordon's personality?
   b. Interpret the messages you think Gordon sent out by his "body language."
   c. What would you advise Gordon to do?
3. Act out the "How Not to Do It" interview. Then prepare a "Hot to Be Interviewed" script for a classroom performance.

Don't put on airs or use unfamiliar words or terms.

Don't express an unrealistically high or low stipend or training expectation.

Don't fail to respond to the interviewer's small talk.

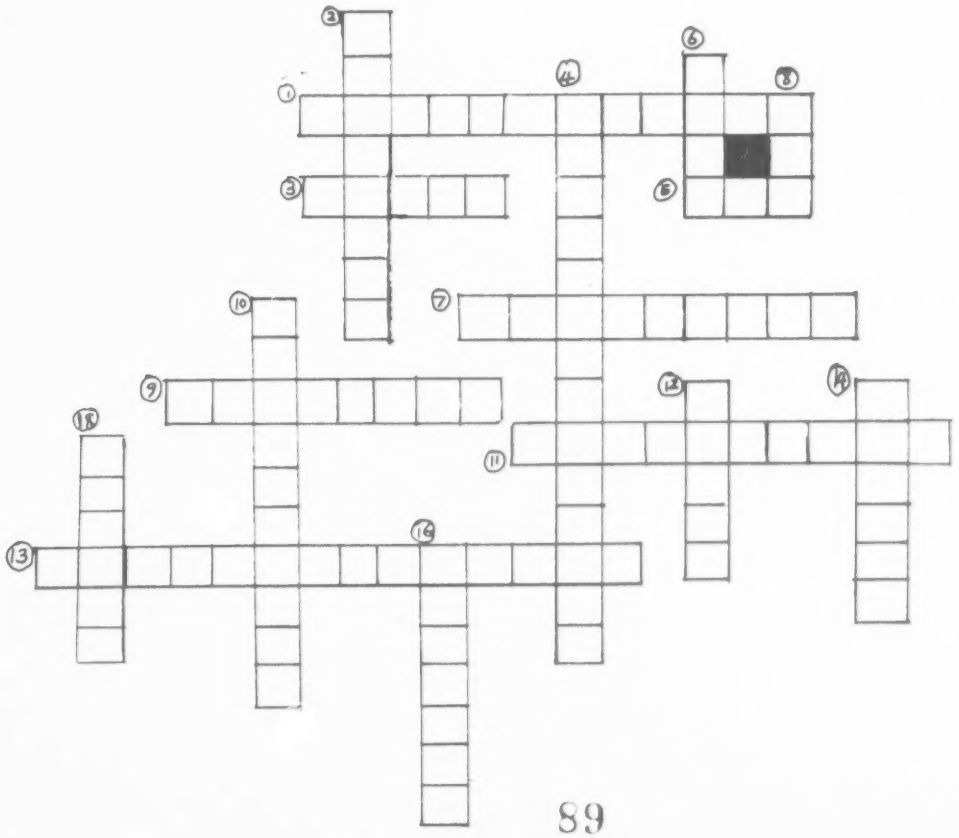
Crosswork Puzzle

SKILLS FOR GETTING A JOB: SUMMARY QUESTIONS

Directions: On a separate sheet of paper, answer the following questions:

1. What criteria would you use before answering a want ad?
2. Which strategies for success do you think would be most productive for you?
3. What ten items should go into your JOB KIT?
4. You are a senior in high school who is about to take the first steps in finding a job.
   a) List and explain the steps you would take in searching and applying for a job.
   b) Select five questions from the list of "50 Most Asked Questions" on pages 74-76. What would your answers be?
   c) What questions would you ask the interviewer?

Work the crosswork puzzle below.



ACROSS

1. Forms filled in when applying for a job.
3. Interviewers check these carefully for neatness and accuracy.
5. Before going to interviews, it is wise to set up a package containing the information you will need. This is called a Job ____.
7. Before you are hired, an employer will ask you many questions. This is called an _____.
9. A wise applicant sends a letter to the interviewing saying "_____" for the opportunity to apply for the job.
11. Your mother and grandmother are not good _____. Your teachers, former employers and clergy are.
13. When you go for an interview, you must impress the person you are meeting with your _____.

DOWN

2. The person who pays your salary is called an _____.
4. Jobs are listed alphabetically in the employment _____.
6. Before leaving the interview, ask a statement/question that provides the employer with a chance to clear up any doubts. This is called The _____.
8. Your feelings are often indicated by your body language. This is judged by the way you look, walk and _____.
10. Jobs are listed in the _____section of the newspaper.
12. Your first impression on a prospective employer is made by the way you _____.
14. You may begin the process of your job search by sending a _____. of application to a company that interests you.
16. A person who is an excellent reference source is your _____.
18. A one to two page summary of your education, experience, and personal data.

Your Personal Contract

I have studied and completed all the exercises in this package, and can honestly say: (Check one)

( ) I feel confident and ready to get the job of my choice.

( ) I feel unprepared and nervous about getting the job of my choice.

I would rate my present ability in job-seeking to be:

( ) excellent ( ) good ( ) fair ( ) poor

I believe my present ability in writing job applications is:

( ) excellent ( ) good ( ) fair ( ) poor

I feel my present ability to have an interview is:

( ) excellent ( ) good ( ) fair ( ) poor

The area in which I am weakest is _____.

I am aware that I can change this liability into an asset. I can work on this by _____.

I take full responsibility for "putting my best foot forward." I understand that it is my own effort, attitude, and preparation which will result in landing the job I want.

_____ _____

Date Student's Signature

_____ _____

Witness Teacher's Signature

THE JOB KIT

POST TEST

Circle T next to the statements which are true. and an F nest to those which are false.

T F 1. Providing an extra fifteen minutes for traveling is a good idea to make sure you are on time for the interview.

T F 2. All you need to take along on the interview is yourself.

T F 3. IF you are unsure of how to get there. you can call the N.Y.C. Transit Authority for information.

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T F 5. During the interview. it is a good idea to say nothing rather than risk saying something stupid.

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T F 8. If the interviewer brings up some item in our past history which may reflect poorly on you. it is best to try to cover it up. rather than explain.

T F 9. One of the most important factors in getting a job is having an eager attitude.

T F 10. If you do not succeed in getting a job within the first few interviews. you probably will not get one at all.

APPENDIX 4

THE JOB KIT

Your Job Kit: Don't Leave Home Without it!

BEST COPY AVAILABLE

THE JOB KIT

PRE-TEST

Circle T next to the statements which are true, and an F next to those which are false.

T F 1. You can be happy doing anything if the pay is right.

T F 2. All other factors being equal, an employer will hire a person interested in the job over one who is not.

T F 3. Most employers of teenagers advertise in the newspaper.

T F 4. Locating a job opening by telephone is easy.

T F 5. Applying for a job in person is an excellent way to get hired.

T F 6. Most employers won't mind if you bring your best friend along when you apply for work.

T F 7. When you finally get an interview, it's smart to be reserved. That way you won't have to worry about saying the wrong thing.

T F 8. It's a good idea to ask a lot of questions when you are being interviewed.

T F 9. Most employers prefer to tell an applicant whether he or she is hired at the time of the interview.

T F 10. Discrimination in employment no longer exists.

The Job Kit

The JOB KIT is a handy way to have all the items you could possibly need for any application all together. It is always with you and you are prepared.

1. Your resume.

2. Personal Data Form.

3. A record of birth is one of the most valuable documents an individual has. This document basically is used to prove one's name, age, birthplace, and parentage. This document should be kept in a safe place and a copy kept in the JOB KIT.

4. The Social Security card contains a number assigned to the individual by the Social Security Administration. The Social Security Act, passed by Congress in 1935, requires that a number be assigned to individuals before they are permitted to begin work.

5. The school diploma usually is accepted as proof of completing a number of years of school or a specific training program. A skill certificate may be issued to those who reach a certain skill level in typing, shorthand, a foreign language, or ability to repair a product.

6 A driver's license may be required for entry into a job. Although in most states people may obtain a driver's license at age 16, those who are not yet 18 may not be employed in occupations that involve driving a motor vehicle as a major task of the job.

7. Working papers. If you are under age 18, working papers are required for most jobs. The forms are available at your school or at the Employment Certification Centers in each borough. The Brooklyn Office is at 475 State Street and is open from 8:30 A.M. - 4:00 P.M., Monday-Friday. For information, telephone 596-8900. Applicants must bring proof of their birth, their own Social Security number and a consent form signed by a parent. A physical examination is required and is given at the centers.

8. A list of references.

9. Letters of recommendation.

10. Samples of specifics.

DON'T LEAVE HOME WITHOUT YOUR JOB KIT !

They Want Me to Come For an Interview Now What?

You got your first job interview. Congratulations! You have made arrangements for an interview, or maybe several. That's great. Remember, the odds are that the employer will meet with a number of other applicants as well as you. Even though you have come a long way, there is still more to go. If you are to come out a real winner, and get that first check as your prize, you will have to deal with the fact that there will be strong competition from the other applicants.

REMEMBER: The employer will be selecting just one person who comes across best in the interview. Like you, the other applicants are probably well aware of this, and they are probably thinking how to handle their actual talk with the employer.

In this section you will learn the skills of getting ready for an interview and the techniques that will help you know:

- Where to go
- Whom to see
- How to get there
- What to take with you
- What to know
- How to schedule your time

PRE-INTERVIEW PREPARATION GIVES HELP IN SECURING THE JOB! REMEMBER TO TAKE YOUR JOB KIT WITH YOU TO ALL INTERVIEWS.

OPPORTUNITIES

MOVING UP?

Lists

? answers

PLAN NOW

Your Attitude is Showing

ATTITUDE: Before you learn the practical skills necessary to find the job, take a look at something you already have: YOUR ATTITUDE. The outlook you project will speak for itself in a positive or negative way. See what happened to Robert Green. Here is a letter Robert received after an interview.

Dear Robert:

Today you came to me for an interview. From the look of your shoulders as you walked out, I suspect you've been turned down before. I hired a teenager today. What was so special about him? Not experience, neither of you had any. Attitude, that's all. ATTITUDE.

He did his best to impress me. That is where he edged you out. His clothes were clean and neat. He had gotten a haircut. He filled out the application form neatly and completely. He did not ask to borrow a pen. He carried his Social Security card, had basic identification, and did not ask, "What's a reference?" He didn't have two friends waiting for him by the soda machine, as you did! He didn't start to chew gum or smoke while being interviewed. He didn't keep looking at his watch, giving me the impression that he had something more important to do.

Moreover, he took the time to find out how we operate here, and what his day-to-day tasks would be. He was willing to start his training at the point where I could place him. I think he will keep his eyes open and work for me, like he would work for himself.

If you have even the vaguest idea of what I'm trying to say, let it show the next time you go for an interview. You will be head and shoulders above the rest. For both our sakes, get eager, will you?

Sincerely yours,

Bruce Downey

Bruce Downey

TO BE A WINNER , YOU MUST ACT LIKE ONE!

Pre - Interview Checklist

Check to see that you have each item you need for your job interview.

1. _____ A pen to fill out the application and make notes.

2. _____ A notebook to jot down information including the address of the interview, name of the person you are going to see, and any other pertinent information.

3. _____ Notations of where to go, how to get there, and whom to see.

4. The items of your JOB KIT:

   a. _____ Resume

   b. _____ Personal Data

   c. _____ Birth Certificate

   d. _____ Social Security Card

   e. _____ Diploma

   f. _____ Work permit (if applicable)

   g. _____ Driver's license

   h. _____ Names of references, with addresses

   i. _____ Letter of introduction

   j. _____ Letters of recommendation

   k. _____ Sample of specific skill (if applicable)

Some items, of course, may not be available. You may have to do without that Social Security card that's supposed to be arriving in the mail any day, or that driver's license you just never bothered to get because you live in a city and don't drive. Don't worry about these, but make sure you have everything else.

HAVING EVERYTHING HELPS YOU GET EVERYTHING!

PERTINENT

How to Get Ready

I'm so excited about my interview,
I don't know what to do first. How should I get ready?

Answer: First of all, get ready for the interview by learning where to go, when to go, and whom to see.

There's no way you can be a winner in an interview situation if you end up in the wrong place at the wrong time asking for the wrong person. A little effort can help you avoid this kind of no-win situation.

Knowing where to go means more than just having the name and general location of the company. If you're going to get there on time, you need to be aware of the following: 1) the exact company address; 2) the building location and the location of the office where you're supposed to show up; 3) the exact time scheduled for your interview, and 4) the name and title of the person who will be meeting with you.

YOUR APPOINTMENT FORM

Title of Job Applying for_____

Name of Place_____

Address_____

Telephone No.( )_____Person to call_____

Date and Time
of Appointment_____

Place of
Appointment_____

Directions_____

Person to See_____

Before An Interview...

How should I get ready for the interview?

Answer: Get ready for the interview by deciding just how you're going to get yourself there, and leave enough time to reach your destination fifteen minutes early.

PRE-INTERVIEW PREPARATIONS

Role-play the following situations with a partner in your classroom:

1. You are calling a department store to find out if there are any openings for a sales position. You are told to come the next day for an interview. What information do you need before hanging up the phone? Use the appointment form on the previous page.

2. You are calling to confirm your appointment with a personnel officer of an important New York City bank.

3. You are calling for specific directions to the place of the interview.

It's not hard to plan how you're going to get to your interview, but it sure is important. Maybe you're planning to borrow someone's car. If so, you should get his permission now, and check out parking facilities near the company. You don't want to be late because you had to park ten blocks away and walk it! If you're planning on using a bus, train, or subway, take the time now to find out when these run, where you can pick them up, and where they'll drop you off. Make sure you can reach the exact place of your interview at least 15 minutes early. If you are early for your interview, it will leave an impression on the interviewer that you are a punctual person. Once you have the information you need, write it down. This kind of planning should really help you get the edge on some of your competitors.

If you need assistance in getting travel directions, you can ask the interviewer, or call the New York City Transit Authority.* Better yet, study a subway map and develop your traveling skills. You will feel proud and confident as a person who can "get around" by yourself. Use a map and do the exercises on the next page as a study guide.

*330-1234.

Dress Right!

What should I wear to the interview?

Answer: If there's one dress rule to follow for the interview, it's this:

DRESS NEATLY AND CONSERVATIVELY

Plan to dress just a little bit better than people who hold the type of job for which you're interviewing.

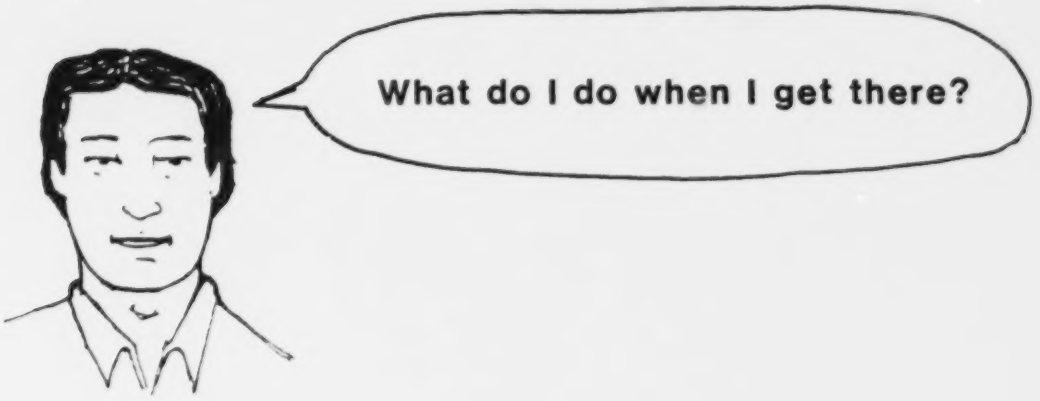
It's amazing how many top-notch job applicants decide to "do their own thing" at the interview, only to lose out because the interviewer thinks they look inappropriate. The employer pays the wages and most of them really want to know that an applicant is willing to do the company's thing instead of his or her own.

Clean up your act. You should be neat and well groomed. Allow time to take a bath or shower, shave, have nails clean and filed, and so on. Maybe applicants shouldn't be judged by the way they look, but if you don't think employers make such judgments all the time, you're wrong.

Why should an organization take an interest in the hygiene and grooming habits of its employees? As a representative of the organization, each employee can have, by his or her personal appearance, a tremendous effect on the firm's overall image. An employee who looks clean and well groomed tells the customer non-verbally that he cares about himself and his job. This sort of positive attitude is one of the essential elements of success for the individual and for the organization. An often overlooked aspect of personal grooming is the effect it has on relationships between co-workers. Clean employees work better together. Proper dress maintains a professional work atmosphere.

Now that you're dressed and ready, are you really ready for the interview? What can you do to convince the employer that you are the best choice for the job he or she is trying to fill? How should you come on? Strong? Meek? Talkative? Quiet? You need to develop some skills and techniques to help handle the interview to your best advantage and improve the odds of your getting hired. Skills you will work on include how to deal with the pre-interview activities, how to handle yourself physically, how to field questions and how to give yourself an edge over the competition.

Arriving for the Interview



Often, the first person you will meet when you go for a job interview is the receptionist or a secretary. Her opinion of you may be very important. The interviewer may ask her what she thought of you after you have left. So, identify yourself and explain why you are there in a pleasant, professional way.

> "Hello, I'm David Furman. I have a 10:30 appointment with Mr. Ross."

DO NOT hang around to chat or ask the receptionist any questions, since it could lose you points. DO NOT act impatiently if you are required to wait. Stay cool!

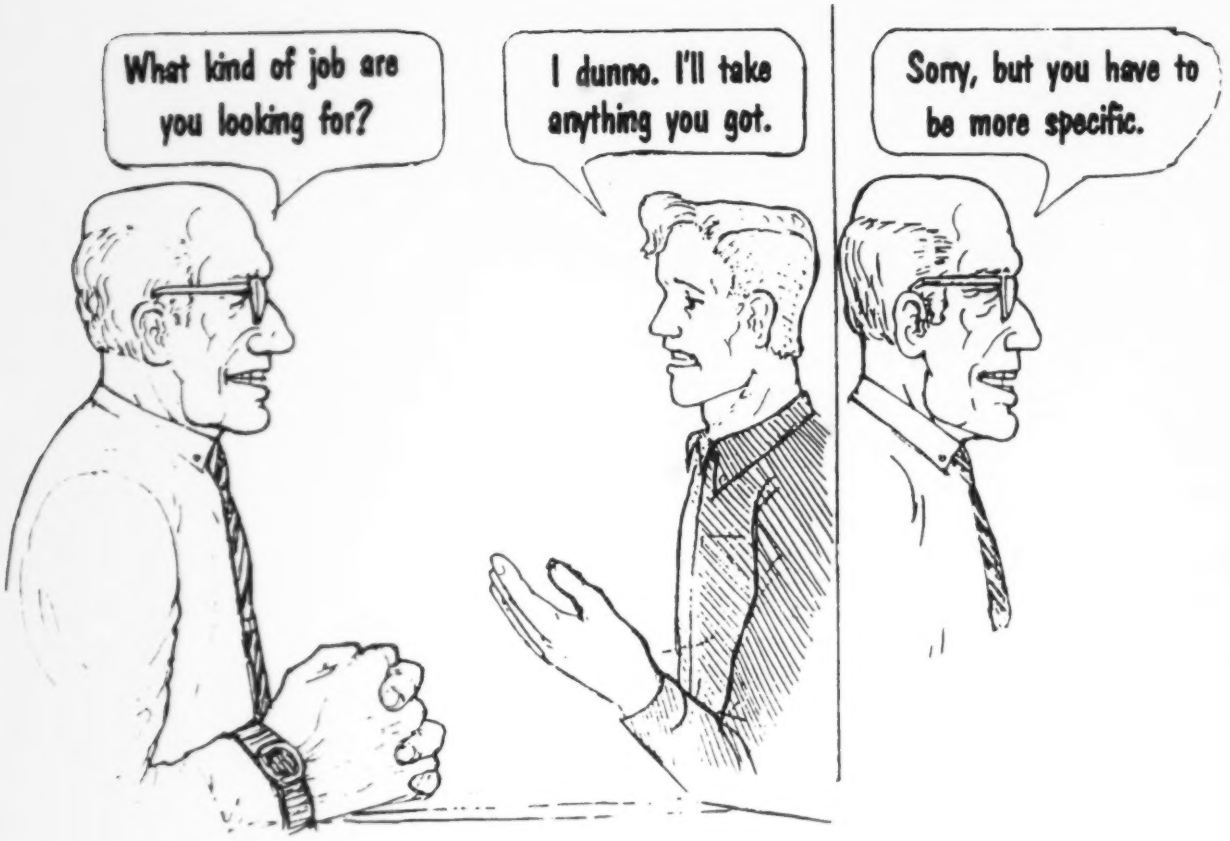
You should be about 15 minutes early for an interview to allow time for unforeseen delays (like traffic and slow subways). Use the extra time to find the restroom, check your appearance, and to be sure you are ready for the interview.

Be aware that the interviewer may come to greet you, or may ask the receptionist to show you to another office. Either way, remember this: your first impression on the interviewer is very important. Make it positive. Look him or her straight in the eye with a warm expression and offer a solid handshake. Introduce yourself with:

> "Hello, Mr. Ross. I'm David Furman. Thank you for taking time to talk to me. I am interested in the stockroom job."

Rehearse this preliminary information until it is natural and easy to say.

This is It !



Did Baker get the job? Or was this the end of the interview? This employer later said, "We respond positively to candidates who know what the job is, why they want it, and tell us why they think we should hire them."

Of course, that's the way you will succeed in getting hired, isn't it? If you are prepared, you will have no difficulty answering questions the interviewer may ask. In the next few pages, you will find out how to present yourself properly in the interview so that you will be able to get your foot in the door.

Interview "Shoulds"

How do you present yourself physically so the interviewer knows you're alert? By now you probably know some of the interview shall nots: .do not smoke .do not stretch way back in your seat .do not mumble .do not stare out the window. Well, then, what should you do?

An applicant who impresses the interviewer as highly aware comes across as someone who really cares about the job. If you show sincere interest you'll be seen as a possible employee, likely to pay close attention to such other important things as directions, instructions, and words of supervisors. An applicant not on his/her toes during the interview probably would be lacka-daisical at work if hired.

You can impress the interviewer with your alertness and interest by remembering the following that you should do:

1. Lean forward slightly in your seat. Like a TV viewer caught up in an exciting moment, this posture says, "I'm interested and listening."

2. Make frequent eye contact. Nothing reassures a speaker more than eye contact. It provides "Yes, I'm following you" feedback. The speaker needs to know if his/her message is getting across.

3. Face the interviewer directly. This says, "I'm tuned in." Every time you turn your body away, you're sending a message that says "I'm turned off."

4. Avoid nervous habits. Smoking, clock-watching, finger tapping, toe-tapping, repeated looking around the room are great detractors. They are signs that your attention isn't on the interviewer and what he/she is saying.

These are simple physical details, but they make a big difference in how you can come across to an interviewer. Many job applicants get weeded out just because they can't handle their bodies in a way that shows they're alert, interested, and paying attention. Rehearse your body language to show you are paying attention physically while sitting and talking, until it becomes natural and automatic.

Interview Answers

What if the interviewer throws a lot of questions at me?

Answer: It is the interviewer's job to ask you questions. You are being trained to respond with answers that will convince the representative of the company that you are the best choice for the training position.

The interview is your opportunity to spotlight your strengths, abilities, and qualifications.

There are people who are offered every job for which they apply. These people prepare carefully for their interviews, and rehearse the best possible answers to anticipated questions.

You can begin your preparation by reviewing your personal data and resume in the JOB KIT, "How do I work in some of my important questions during the interview?"

During the first part of the interview, you will probably spend most of your time answering the interviewer's questions. However, as the interviewer starts to run low on obvious questions, you will have a chance to make inquiries of your own. It is important to have questions to ask. An applicant who does not ask about anything will come across as an applicant who does not care. By seeking answers you can show some real interest and let the interviewer know you have really been thinking about the job. Here is an example:

Interviewer: "Why did you decide to apply for a job with us?"

Applicant: "As I indicated in my resume, I've had a thousand hours of training in auto mechanics. I felt that your company would be a great place to put that training to use."

Most applicants cannot wait for an interview to be completed because they are so nervous. As a result, they often fail to ask their own questions. Worse yet, they do not deal with some unanswered questions or doubts that the interviewer may have. These people become losers. To swing the odds in your favor and come out a winner, you need to learn how to use "The Hook."

Rehearse answering the questions on the following pages. By anticipating the interviewer's questions, you can give winning answers.

ANTICIPATE

A "How Not to Do It" Interview

GORDON JAMES:	You the lady they told me to see about a job here?
MRS. DAVIS:	I don't know if I'm the person you are supposed to see or not, but my name is Mary Davis. May I help you?
GORDON:	Yeah. Here are some papers they told me to give you.
DAVIS:	(going through the papers) It's beginning to get warm out today, isn't it?
GORDON:	Yup.
DAVIS:	I see you're from Riverside High School.
GORDON:	(no response)
DAVIS:	Did you drive in this morning?
GORDON:	Huh? No.
DAVIS:	Did you use the subway?
GORDON:	Huh?
DAVIS:	I said, did you use the subway?
GORDON:	Oh, yeh.
DAVIS:	Are the Mets going to win the championship this summer?
GORDON:	I don't know.
DAVIS:	Let's see, your name is Gordon James. Well, Gordon, just what kind of job are you interested in?
GORDON:	Well, I don't know, eh, something here in the factory. What do you have?
DAVIS:	As you know, our company is large and operates in a wide range of fields. I assume you are familiar to some degree with our company? In what areas do you have specific skills?
GORDON:	Er, well, I don't know exactly, but I've done several things. Er, I just want a job, just something I can make pretty good money at, or something to get started on. I'll take any job. I'm willing to, you know, try anything as long as I can do it. They told me you were hiring and I thought I'd see what you had. I thought maybe I could get a job.

Interview (cont'd)

DAVIS: I see. I need to know something about your experience and interests.

GORDON: You hired a friend of mine, and he lives out there with me, and we went to school together.

DAVIS: Can you tell me what work experience you've had?

GORDON: I worked in a lumber yard. That was one summer, I, uh, quit that, or they cut back and laid some of us off. It was summer work anyway, just for the summer. And, ah, after that, I wanted to go to the Navy -- ah, no, before that or before I worked at McDonald's, I got a part-time job at one of the stores in, ah, oh, out in that place near the airport.

DAVIS: Do you live in that area?

GORDON: Yeah. No.

DAVIS: Have you lived there long?

GORDON: Yeah.

DAVIS: I see. Please describe your educational background.

GORDON: I took a course in after-school occupational skills when I was in 11th grade, and I put -- ah, you know -- these things on a board in a certain order, it was one of these, ah, wiring courses.

DAVIS: Electronics?

GORDON: Huh?

DAVIS: Was it electronics?

GORDON: No.

DAVIS: What kind of wiring were you taught?

GORDON: Just wiring, I guess.

DAVIS: When do you expect to graduate?

GORDON: I dunno. June, maybe.

DAVIS: Do you plan to go for post-secondary schooling?

GORDON: Huh?

Adapted from Occupational Essentials.

Interview Skills Exercise

NOW BE CRITICAL TO BECOME CORRECT

1. Rewrite the dialogue so that Gordon makes a better impression.
2. Discuss the following questions:
   a. How would you describe Gordon's personality?
   b. Interpret the messages you think Gordon sent out by his "body language."
   c. What would you advise Gordon to do?
3. Act out the "How Not to Do It" interview. Then prepare a "Hot to Be Interviewed" script for a classroom performance.

Don't put on airs or use unfamiliar words or terms.

Don't express an unrealistically high or low stipend or training expectation.

Don't fail to respond to the interviewer's small talk.

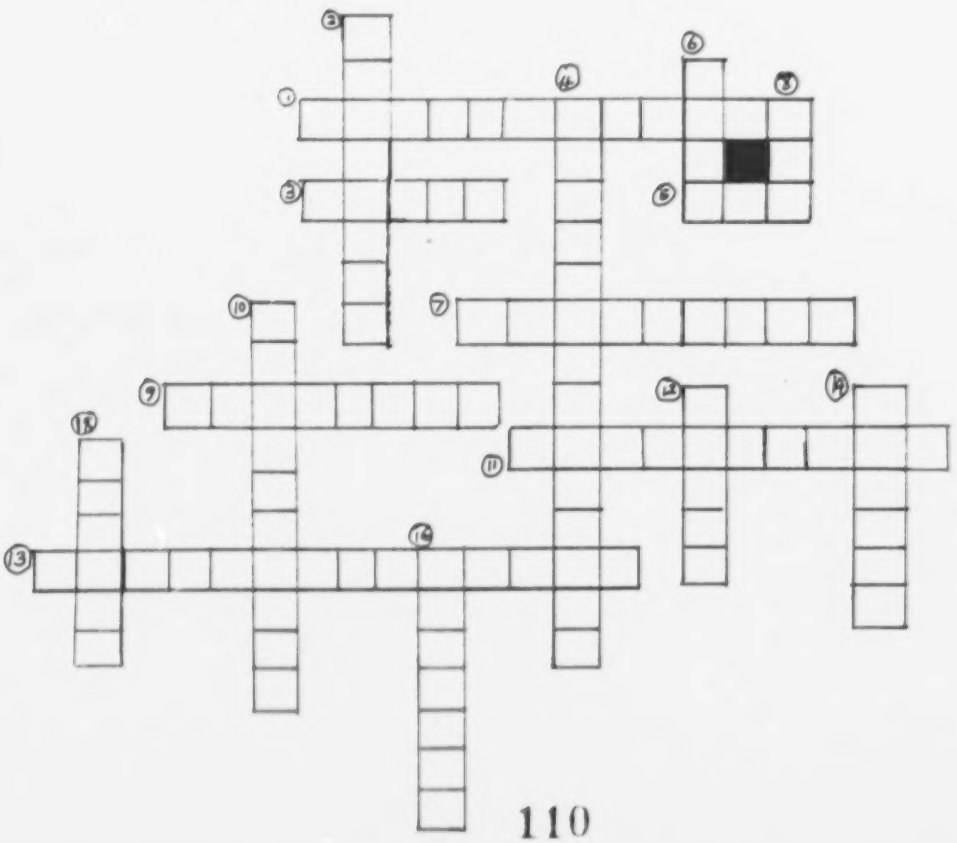
Crosswork Puzzle

SKILLS FOR GETTING A JOB: SUMMARY QUESTIONS

Directions: On a separate sheet of paper, answer the following questions:

1. What criteria would you use before answering a want ad?
2. Which strategies for success do you think would be most productive for you?
3. What ten items should go into your JOB KIT?
4. You are a senior in high school who is about to take the first steps in finding a job.
   a) List and explain the steps you would take in searching and applying for a job.
   b) Select five questions from the list of "50 Most Asked Questions" on pages 74-76. What would your answers be?
   c) What questions would you ask the interviewer?

Work the crosswork puzzle below.



ACROSS

1. Forms filled in when applying for a job.
3. Interviewers check these carefully for neatness and accuracy.
5. Before going to interviews, it is wise to set up a package containing the information you will need. This is called a Job ____.
7. Before you are hired, an employer will ask you many questions. This is called an _____.
9. A wise applicant sends a letter to the interviewing saying "_____" for the opportunity to apply for the job.
11. Your mother and grandmother are not good _____. Your teachers, former employers and clergy are.
13. When you go for an interview, you must impress the person you are meeting with your _____.

DOWN

2. The person who pays your salary is called an _____.
4. Jobs are listed alphabetically in the employment _____.
6. Before leaving the interview, ask a statement/question that provides the employer with a chance to clear up any doubts. This is called The _____.
8. Your feelings are often indicated by your body language. This is judged by the way you look, walk and _____.
10. Jobs are listed in the _____section of the newspaper.
12. Your first impression on a prospective employer is made by the way you _____.
14. You may begin the process of your job search by sending a _____. of application to a company that interests you.
16. A person who is an excellent reference source is your _____.
18. A one to two page summary of your education, experience, and personal data.

Your Personal Contract

I have studied and completed all the exercises in this package, and can honestly say: (Check one)

( ) I feel confident and ready to get the job of my choice.

( ) I feel unprepared and nervous about getting the job of my choice.

I would rate my present ability in job-seeking to be:

( ) excellent ( ) good ( ) fair ( ) poor

I believe my present ability in writing job applications is:

( ) excellent ( ) good ( ) fair ( ) poor

I feel my present ability to have an interview is:

( ) excellent ( ) good ( ) fair ( ) poor

The area in which I am weakest is _____.

I am aware that I can change this liability into an asset. I can work on this by _____.

I take full responsibility for "putting my best foot forward." I understand that it is my own effort, attitude, and preparation which will result in landing the job I want.

_____	_____
Date	Student's Signature
_____	_____
Witness	Teacher's Signature

THE JOB KIT

POST TEST

Circle T next to the statements which are true, and an F next to those which are false.

T F 1. Providing an extra fifteen minutes for traveling is a good idea to make sure you are on time for the interview.

T F 2. All you need to take along on the interview is yourself.

T F 3. IF you are unsure of how to get there, you can call the N.Y.C. Transit Authority for information.

T F 4. A first impression really does not count that much with the interviewer.

T F 5. During the interview, it is a good idea to say nothing rather than risk saying something stupid.

T F 6. When the interviewer says, "We'll be in touch," there is really nothing more you can say except, "Thank you. Goodbye."

T F 7. No employer has the right to ask personal questions.

T F 8. If the interviewer brings up some item in our past history which may reflect poorly on you, it is best to try to cover it up, rather than explain.

T F 9. One of the most important factors in getting a job is having an eager attitude.

T F 10. If you do not succeed in getting a job within the first few interviews, you probably will not get one at all.

APPENDIX 5

POST LEARNING QUESTIONNAIRE

APPENDIX 5

POST LEARNING QUESTIONNAIRE

A post learning questionnaire gives you the opportunity to tell the teacher how you felt about the learning material you have received regarding job interviews. Your answers will not affect your grade on your simiiuated job interview in any way. Your answers will simply help your teacher to improve the Job Kit. Your honesty will be greatly appreciated.

Check yes or no next to each question. Thank you.

	YES	NO
1. Did you enjoy working on the Job Kit?	_____	_____
2. Did you like learning about a new topic using this method?	_____	_____
3. Do you like learning as a class more thank individually?	_____	_____
4. Did you read everything before you completed the worksheets?	_____	_____
5. Were the directions easy to understand?	_____	_____
6. Do you feel you would do well on an actual job interview?	_____	_____
7. Were you able to understand the vocabulary used in the Job Kit?	_____	_____
8. Were the examples given helpful to you?	_____	_____

	YES	NO
9. Would you ask another teacher if you could learn using a similar packet?	____	____
10. Do you have any suggestions for improving the learning materials? If yes, please list them below.	____	____

_____

_____

_____

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